DOCUMENT RESUME

ED 468 320 EC 309 155

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TITLE	Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development. Facilitator Manual [and] Paraprofessional Handouts.
INSTITUTION	Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2002-06-00
NOTE	184p.
CONTRACT	832M980176
AVAILABLE FROM	Publications Office, Minnesota University, Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455 ($35). Tel: 612-624-4512; Web site: http://ici.umn.edu.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*Curriculum Design; Curriculum Guides; *Disabilities; Inclusive Schools; *Inservice Education; *On the Job Training; *Paraprofessional School Personnel; Secondary Education; Staff Development

ABSTRACT

This facilitator's manual is part of a curriculum to help special educators teach paraprofessionals to support individual students with disabilities effectively, especially students with moderate to severe disabilities who require individualized support. Special aspects of the curriculum include its site-based and job embedded approach as well as the incorporation of follow-up coaching and feedback. Introductory material provides a curriculum overview and answers to questions about the curriculum. The curriculum is comprised of four instructional parts with a total of seven instructional units that address: (1) what inclusive education means; (2) what to teach (ways to maximize learning opportunities for students); (3) how to instruct (prompting, waiting, fading); (4) how to instruct (use of natural cues, consequences, and supports); (5) how to instruct (individualized adaptations); (6) how to interact (behavior as communication); and (7) how to interact (student relationships). Each of the seven units includes a unit guide, directions for facilitation, and handouts suitable for reproduction. (Contains 13 references.) (DB)

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Gail Ghere
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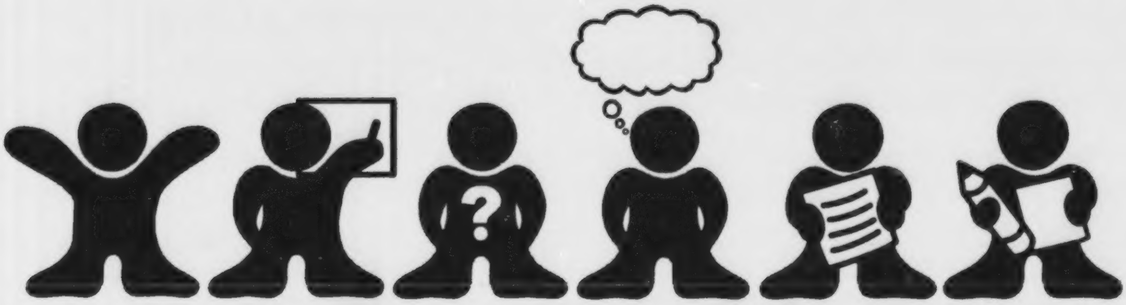

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A Curriculum for Job-Embedded Paraprofessional Development

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IDEAs that Work
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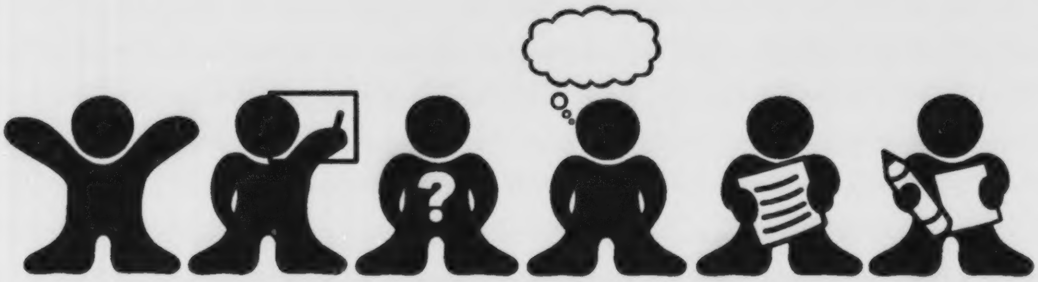

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Printed June, 2002

Funding of this curriculum was made possible through Grant # 832M980176 awarded to the Institute on Community Integration at the University of Minnesota from the U. S. Department of Education.

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Publications Office
Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Dr. SE
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Web: http://ici.umn.edu
Email: publications@icimail.coled.umn.edu
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Acknowledgments

The development of *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development* was a collaborative effort. We gratefully acknowledge the support of the Special Education Department in the Saint Paul Public Schools in Minnesota and, specifically, Ms. Patricia Fernandez, the Director of Special Education. Also, specifically acknowledged are Sharon Sinclair and Kathy Klonecki, special education lead resource personnel in the Saint Paul Public Schools who enthusiastically offered ongoing feedback about the series development and implementation. Site-based special education teachers who led piloting efforts in their respective schools were essential contributors to the series development. These individuals were: Dianne Sewell, Shelly Knowlton, Julie Mahoney, Sara Bromeland, Heatner Rudebusch, Shirley Devine, and Cheryl Hagen.

Colleagues at the University of Minnesota also supported the development of this series. Karen Duke, a doctoral student in Educational Policy and Administration, and Barbara Vallejo, a retired special education teacher and now consultant, reviewed and offered extensive feedback on the series. Vicki Gaylord and Connie Burkhart at the Institute on Community Integration masterfully formatted the final version of the series into a user-friendly, professional product.

Dr. Anne Smith, project officer, in the Office of Special Education Programs, U.S. Department of Education, provided steady support of this and other development efforts on the part of students with severe disabilities and their families. Please note, however, that this series does not represent the official position of the U.S. Department of Education and no official endorsement should be inferred.

Finally, we would like to extend our appreciation to all of the students, families, and special education staff and colleagues who over the course of our careers have taught us so much about supporting quality programs and the extraordinary learning that occurs for students when educational team members work together creatively.

Welcome!

Welcome to *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development*. The purpose of this curriculum is to offer materials and strategies for use by special educators to teach paraprofessionals to effectively support individual students with disabilities, most notably students with moderate to severe disabilities who require individualized support for all or part of the school day. While some of the content may be applicable for paraprofessionals who work in other educational settings or with students with higher incidence disabilities (e.g., learning disabilities, emotional behavioral disabilities), this paraprofessional development curriculum focuses most specifically on supports for students with moderate to severe disabilities.

We invite you to become familiar with this curriculum, expand on it with your expertise, extend it with specific material relevant to your program and the students you serve, and enhance it with examples of your students and school. We wish you well as you create a development process that effectively meets the needs of students and staff in your program.

Gail Ghere
Jennifer York-Barr
Jennifer Sommerness

Curriculum Overview

As mentioned in the *Welcome* letter, *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development* was developed to support special educators in their role of teaching paraprofessionals to work with students who have disabilities. The overall goals of the curriculum are for paraprofessionals to —

- Understand their roles and responsibilities in providing instructional support for students.
- Develop knowledge and skills that directly relate to their work supporting students.
- Appropriately use the knowledge and skills in inclusive environments.
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The curriculum is NOT designed as an orientation for paraprofessionals to a school district or school. Many districts offer a handbook and orientation session to introduce new employees to their organization. Frequently, this includes district policies and procedures, confidentiality, vulnerability, the basics of special education, federal special education law and the IEP, and an introduction to disabilities. This curriculum does not cover these topics. Instead, the focus is on increasing the knowledge and skills for providing direct instructional and social support to students

Content of the Paraprofessional Development Curriculum

There are two main components to this curriculum packaged in the three-ring binder: the bound *Facilitator Manual* and the loose-leaf *Paraprofessional Handouts*. The *Facilitator Manual* provides guidance in instructional presentation for the facilitator, and the *Paraprofessional Handouts* provide the master copies of materials to be duplicated and distributed to the staff development participants. Background information, facilitation notes, and instructional design suggestions are offered in the *Facilitator Manual*. Facilitators are encouraged to spend time before each session reading through the manual and reviewing the information on each of the handouts. (See the *Question and Answer* items on pages 10–13 for additional ideas about preparing for the sessions.)

There are four instructional parts to this paraprofessional development curriculum with a total of seven instructional units as shown in Figure 1. Each unit is described below, along with the respective desired outcomes for paraprofessionals.

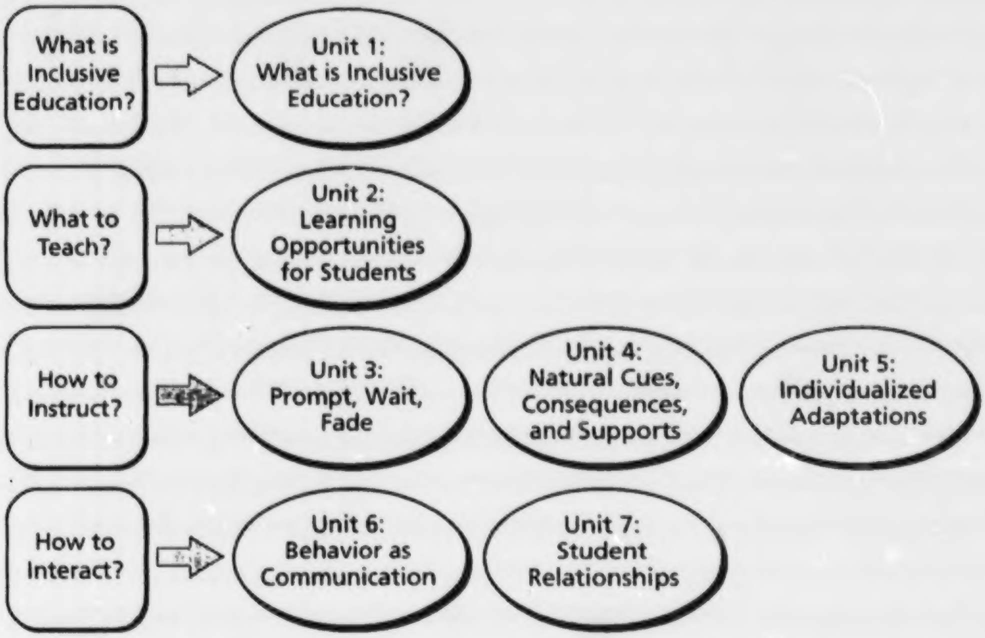

What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Figure 1. Overview of the four instructional parts of the curriculum and the seven individual units.

Unit 1: What is Inclusive Education?

Inclusive education is described and student examples are offered to illustrate what inclusive education can look like in practice.

Desired Paraprofessional Outcomes

- To understand what inclusive education is and why it is important for students with disabilities.
- To understand their role in implementing effective programs for students in inclusive environments.
- To review pertinent student information to prioritize student instruction across the school day in different environments.

Unit 2: What to Teach? Learning Opportunities for Students

Teaching and learning opportunities abound in inclusive schools. This unit provides an overview of three instructional domains for maximizing student learning throughout the school day: (1) participating in routines and transitions, (2) engaging in academic and functional activities, and (3) interacting with others. The importance of students actively participating in all three domains is stressed.

Desired Paraprofessional Outcomes

- To understand the importance of teaching students to participate in the full array of school and classroom activities.
- To identify specific learning opportunities for students with disabilities in inclusive environments.
- To understand the principle of partial participation and how it applies to students with disabilities.
- To be able to observe students in a variety of environments and reflect on the opportunities that are available for students to participate.

Unit 3: How to Instruct? Prompt, Wait, Fade

Students, like all people, move through various stages when learning new skills. This unit provides an overview of appropriate use of prompts, including waiting and fading, to teach students new skills and support them in becoming more independent.

Desired Paraprofessional Outcomes

- To understand that students go through similar stages when they are learning new skills and that how we teach students depends on the stage of learning they are at for a specific skill.
- To understand how prompting, waiting, and fading can be used to teach new skills and to teach students to become more independent.
- To recognize that sometimes adult assistance can hinder student learning rather than support student learning.
- To be able to use prompts, waits, and fades appropriately to teach students new skills.

Unit 4: How to Instruct? Natural Cues, Consequences, and Supports

Students develop greater independence when they recognize, understand and use the cues, consequences, and supports that naturally exist in their environments. Students with disabilities do not always pick up this information. This unit describes natural cues, consequences, and supports and suggests strategies for teaching students to recognize and use them to function independently across environments.

Desired Paraprofessional Outcomes

- To be able to describe the meaning of natural cues, consequences, and supports.
- To understand why it is important for students to recognize and use natural cues, consequences and supports.
- To be able to teach students to recognize and use the natural cues, consequences, and supports in different environments.

Unit 5: How to Instruct? Individualized Adaptations

Some students require individualized adaptations to access various learning environments and curricular, instructional, and social learning opportunities. This unit explains what adaptations are, why they are important, and how they should be implemented to increase student participation and success.

Desired Paraprofessional Outcomes

- To understand what adaptations are and why they are important in the lives of students with disabilities.
- To become familiar with adaptations that could be used to increase student participation in academic, functional, and social situations.
- To reflect on the individual student adaptations for students they support and problem solve additional adaptations that could increase student participation.

Unit 6: How to Interact? Behavior as Communication

Behavior is affected by what is happening in our lives and in the environment around us. This unit provides a framework for understanding how the environment influences behavior and for interpreting behavior as communication. Guidelines for collecting information about behavior are offered.

Desired Paraprofessional Outcomes

- To understand that behavior is influenced by a variety of individual and environmental factors.
- To become familiar with some of the language used when discussing and reflecting on student behavior.
- To reflect on specific students' behaviors and consider why those behaviors may be occurring.

Unit 7: How to Interact? Student Relationships

Developing effective relationships is an important aspect of students' lives. Through relationships, students have more opportunities to belong, to be included in school activities, and to learn. This unit heightens the awareness of the importance of student relationships and provides strategies for facilitating positive relationships between students.

Desired Paraprofessional Outcomes

- To recognize the importance of relationships in our lives.
- To understand the different types of relationships that students with and without disabilities may have in their lives.

- To learn strategies for promoting positive interactions between students with and without disabilities.
- To recognize when and where supports would be useful to enhance positive student interactions throughout the school day.

Instructional Design for the Units

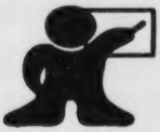
The units were designed based on best practices for adult learning. Adult learning involves a process whereby adults continually use problem solving and questioning to connect new material and ways of doing things with previous learning and experiences. Learning is best when adults actively engage in the learning process and receive feedback on their performance.

The units have an internal structure that is consistent across the whole curriculum. There are six sections in each unit. For easy reference, a unique symbol identifies each section. Figure 2 lists the six unit sections, shows the corresponding symbol, and describes the purpose of the section in each unit.

The next section of the *Facilitator Manual* has a list of questions and answers about the curriculum. The questions and answers provide background information and offer suggestions to consider in planning to teach the curriculum. The questions are —

- What are some of the assumptions underlying this paraprofessional development curriculum?
- Why is this paraprofessional development curriculum unique?
- What are some ways to allocate time for this paraprofessional development curriculum?
- What materials do special educators need to facilitate each unit?
- How should special educators prepare to teach each unit?
- Can the paraprofessional development curriculum be used for individual paraprofessionals?

Figure 2. Symbols and sections within curriculum units.

Symbol	Section	Purpose
	Welcome and Overview	• To welcome the paraprofessionals to the session; introduce them to the unit and indicate where this unit fits into the whole development series. • To share the desired outcomes from their participation in this session and the follow-up activity.
	Personal Reflection	• To engage the paraprofessionals in personal reflection about an aspect of their lives that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	Why is This Important?	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	Unit Summary	• To summarize why the unit content is important for student learning and what it means for the role of the paraprofessional.
	Follow-up Activity	• To provide an activity for transferring the new learning of the unit to the paraprofessionals' work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to the paraprofessional about the appropriate application of the content with students they support.

Questions and Answers About the Curriculum

What Are Some of the Assumptions Underlying the Paraprofessional Development Curriculum?

- Students with disabilities are in inclusive environments for a large portion of the school day. Learning in inclusive environments offers important educational opportunities not available in separate, self-contained special education classrooms.
- In order for students to be successful in their education programs, an individualized program based on specific abilities, learning objectives, and characteristics of the learning environment must be thoughtfully developed and intentionally implemented.
- Special educators are licensed professionals who assume overall responsibility for all aspects of students' educational programs including assessing, developing, monitoring, updating, and adapting student programs. Special educators delegate specific instructional responsibilities to paraprofessionals who are taught how to implement these responsibilities and are provided with ongoing direction and input from licensed team members.
- Paraprofessionals are important members of the collaborative teams. They are responsible for implementing student programs that have been developed by licensed special education team members. Paraprofessionals are most likely to be effective with students when: 1) they are treated with respect and valued as adult learners, and 2) they receive opportunities for knowledge and skill development, guidance, reinforcement, and feedback related to specific students and specific learning environments.
- Other team members (for example: general educators, related service providers, and parents) provide important expertise for understanding and meeting the needs of individual students across the school day. These team members are valuable resources for sharing pertinent student information and individualizing paraprofessional development.

Why is This Paraprofessional Development Curriculum Unique?

This curriculum focuses on supporting paraprofessionals in their direct, hands-on interactions with students. There are three unique design components.

- **It is site-based.** This curriculum is intended to be site-based, meaning that the paraprofessional development sessions are taught by the special education staff who lead the student programs and direct the work of the paraprofessionals at a particular school site. Providing training on-site helps to develop and sustain working relationships between special educators and paraprofessionals who work together. It also provides the opportunity for greater individualization to the site-specific circumstances.
- **It is job-embedded.** This curriculum provides the opportunity to apply new learning to specific students and learning environments at a school site. It becomes part of how special educators and paraprofessionals work and learn together. The job-embedded focus aims to increase the knowledge and skills needed for performing regular daily work responsibilities.
- **It incorporates follow-up coaching and feedback.** Each unit requires paraprofessionals to apply new learning in their current work environments. Special educators provide ongoing coaching and feedback about how to implement student programs in the actual learning environments. This is critical. Without follow-up coaching, paraprofessionals are left on their own to figure out how to transfer the new information to real classroom settings with actual students. Supporting and monitoring transfer of learning is an essential role of special educators.

What are Some Ways to Allocate Time for This Paraprofessional Development Curriculum?

There are two allocations of time needed to successfully use this paraprofessional development curriculum. First, there must be time for the special educators and paraprofessionals to engage with the unit materials in more formal sessions. Some ways to do this are —

- Schedule sessions before or after school.
- Rearrange daily staff schedules once every two weeks to free paraprofessionals and a special educator for a block of time during the school day.
- Begin the curriculum opening week before school begins and use regularly scheduled staff development days for additional units.

Second, time must also be devoted to the follow-up activities, coaching, and feedback. Special educators can arrange this by —

- Using their regularly scheduled time in general education classrooms for coaching.
- Building a "flex day" into weekly schedules. Once a week, a half or full day is scheduled as a flexible block of time to work directly with students and paraprofessionals in various learning environments. Special educators model how to work with students and observe and provide feedback to paraprofessionals as they work with students. The "flex time" may vary from week to week. For example: The flex time could be on Monday afternoon, and the next week on Thursday morning.
- Meeting with paraprofessionals daily or once a week for short periods of time before or after school.

What Materials Do Special Educators Need to Facilitate Each Unit?

Two sets of materials are needed to facilitate a session: a) the *Paraprofessional Handout* pages for the unit, and b) the associated *Unit Guide* pages from the *Facilitator Manual*. A set of handouts should be copied from the originals to give to each paraprofessional. Special educators may want to supplement the units with specific material pertinent to their programs and the students they teach. Depending on the size of the group, it may also be desirable to make transparencies of selected unit pages to assure everyone is working on the same page and to refocus attention when moving from small group work to whole group work. If needed for accountability in your district, refer to page 95 for a sample form for documenting paraprofessional participation in the curriculum.

How Should Special Educators Prepare to Teach Each Unit?

Keep in Mind the Principles of Adult Learning

Remember that adults learn best when they are actively involved in their own learning and when they see direct relevance to their work. The unit design purposefully incorporates a variety of teaching strategies: including individual reflection, small group work, whole group work, and ongoing special educator feedback. The number of participants will affect decisions about how to group participants. As much as possible, incorporate strategies where the paraprofessionals are engaging actively with the materials and are reflecting on their specific work circumstances.

Become Familiar with the Materials

Some ideas for acquainting yourself with both the content and the process are —

- Read through the materials. Highlight key points. Make notes about points you want to emphasize and expand on. Jot down student examples.
- Create your own outline or visual map of each unit's content and sequence.
- Complete the activities with specific students in mind. This may require observing or taking a fresh look at students in specific learning activities during the school day.
- Refer to the *Unit Guide* for helpful hints about facilitating each unit.
- Talk through the unit with a colleague. Exchange ideas about how to best teach the information and engage the paraprofessionals.
- Write teaching/facilitation notes as you prepare the units. At the start of each *Unit Guide* in the *Facilitator Manual* is a page labeled *Facilitator Notes About This Unit* for this purpose.

Adapt the Material or Add Specific Examples

Special educators are the "in-house" experts on their students. One way to substantially increase the learning and application of the units is to use your expertise to adapt the materials to address your particular program and student needs. For instance, you might be using a specific behavior reinforcement plan at your school. Consider weaving this information into the unit or adding another session specifically on this topic. Adding your own student examples and applications will also help paraprofessionals understand and use the material.

Decide on a Physical Arrangement for Each Paraprofessional Development Session

This includes where the session takes place, how to arrange the chairs and tables, how to group paraprofessionals, and time. Your decisions will be influenced by the size of the group.

- If possible, identify a room where you will not be repeatedly disturbed during the session and where the paraprofessionals can talk without disturbing other persons or groups.
- Consider how you want to group the participants. Do you want participants to choose their own small groups? Do you want to randomly assign groups to encourage participants to work with new colleagues? Or, do you want to organize groups of individuals that you know work well together?
- When you have the option to physically rearrange the room, consider what this might look like. Do you want the participants to sit in a semi-circle so everyone can see everyone else? Or, to sit at tables in groups of three or four to facilitate small group work?

- Manage the time during the session. The units are designed to move along at a relatively fast pace to keep individuals engaged in their learning and to avoid running out of time. Discussion time is built into the unit design. However, if discussions go off on tangents or fix on the dynamics between one student and one paraprofessional, then group learning can suffer. Be alert to these pitfalls and prepared to refocus the group to the material. Some individual concerns are most appropriately addressed outside of the session.

List a Variety of Ways to Enlist Active Participation

Learning requires active engagement. To maximize participation by each person (and to minimize domination by a few), make use of —

- **Pair shares:** Direct the paraprofessionals to take turns sharing with one other person.
- **Individual highlighting:** Ask each person take a few minutes to read a section and highlight or underline key words or phrases.
- **Notes in margins:** Ask the paraprofessionals to jot any thoughts, ideas, key points, or questions as they are reading the handouts or when they are doing the follow-up activity in the classrooms.
- **Round robins:** Invite each person to offer her/his perspective one at a time going around the circle.

Validate and Support the Learning Embedded in the Follow-up Activity

Training without follow-up application and coaching is known to be ineffective for changing adult behavior. For follow-up activities to be taken seriously by the paraprofessionals, special educators need to recognize and value the time and effort paraprofessionals put into the activity. This is achieved by doing the following —

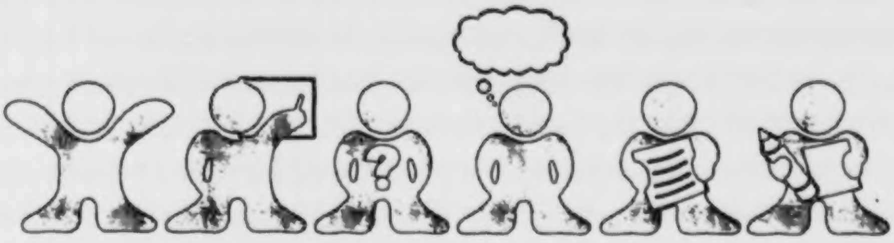
- At the end of each session, explain the follow-up activity to the paraprofessionals and its importance in supporting student learning.
- Suggest specific circumstances in which paraprofessionals might use the follow-up activity. For example: "With Claudia during science."
- If time allows, provide 5–10 minutes at the beginning of the next session to dialogue as a group about the previous session's follow-up activity. Ask "What did you learn when you did the activity? What questions do you have? What more would you like to learn about this?" Think about how you might meet the needs that are identified.
- Schedule times for follow-up coaching to talk about the activity. Model what effective instruction looks like for each student. Ask the paraprofessional to demonstrate the skill for you. Continually reinforce what is going well and refine areas that need improvement.

- After the development curriculum is completed, periodically use the follow-up activities for feedback on student participation in general education environments and as review for paraprofessionals on how to provide instructional support. When the follow-up activities are used in this way, the potential for more effective individual student support by paraprofessionals increases along with greater in-depth reflection on how students, in general, are effectively supported.
- Use the terms and talk about the concepts in the units when collaborating on student programs.

Can the Paraprofessional Development Curriculum be Used for Individual Paraprofessionals?

Yes, although this is not the ideal use of the curriculum because interactions among participants enhances learning. The reality is that many paraprofessionals are hired throughout the school year and this hiring is not always aligned with opportunities for pre-arranged, small group development sessions. This means that paraprofessional development needs to be available for individual paraprofessionals during the year. While the units were designed to be taught in site-based sessions to take advantage of the learning embedded in group conversations, they could also be adapted for use by individual paraprofessionals. For such use, special educators should adapt the process by —

- Overviewing the curriculum and the unit material for the individual paraprofessional.
- Highlighting directions on the activity pages.
- Directing the development process. Use each unit's *Contents* page to identify the sections you want the paraprofessional to read and work on before he or she returns to talk with you.
- Scheduling regular opportunities (they could be very short, i.e.,10 minutes) for clarification and ongoing coaching.
- Consider completing the reflection and activity sheets yourself and having your responses available to share with the paraprofessional. This can offer other perspectives and facilitate conversations about the content by highlighting similarities and differences.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Unit 1:
What is Inclusive Education?

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title Unit 1: What is Inclusive Education?

Unit Sections

- Welcome and Overview / p. 21
- Personal Reflection / p. 22
- Why is This Important? / p. 22
- New Learning / p. 22
- Unit Summary / p. 25
- Follow-up Activity / p. 26

Appendices / pp. 27–33

The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator

Blank Forms for *Dan's Day*

Materials Unit 1 *Paraprofessional Handouts*

Time Approximately 85 minutes. This unit could be offered as one long session or two shorter sessions.

Special Considerations In addition to the specific guidelines for each section, Unit 1 has two special considerations —

1. There are two versions of the *Dan's Day* example:
   a. *Dan's Day — Elementary* (Handouts 5–11) is embedded within the *Paraprofessional Handouts*.
   b. *Dan's Day — Secondary* (Handouts 15–21) is located in Unit 1 appendix of the *Paraprofessional Handouts*.

   If you are working in a secondary school, an option is to remove *Dan's Day — Elementary* (Handouts 5–11) from the handouts, insert *Dan's Day — Secondary* (Handouts 15–21) and adjust the facilitation directions accordingly. You may also want to create your own example of Dan. Blank forms are provided in the appendix at the end of Unit 1, pages 27–33.

2. As mentioned above, the appendix of Unit 1 has blank *Getting to Know You*, *IEP-at-a-Glance*, and *Learning Objectives Matrix* forms identical to those in the *Dan's Day* examples. It is preferable to have similar information about the students in your program for the paraprofessionals to access. Prior to teaching Unit 1, it is recommended that special educators either complete these forms or use your own customized forms to share information about the actual students the paraprofessionals support.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section

Directions

Welcome and Overview

•

Handouts I and 2

•

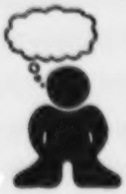
10 Minutes

Unit I: What is Inclusive Education?

Directions —

- Welcome the paraprofessionals who are participating in the session. Introduce the whole curriculum by referring the paraprofessionals to the *Curriculum Overview* (Handout 1) and to the *Unit Sections* (Handout 2) to explain how each unit is organized. Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 1: What is Inclusive Education?* The purpose of Unit 1 is for paraprofessionals to understand what inclusive education is, what it looks like, and how the individual parts of student programs fit together to build a cohesive education experience. *Dan's Day* tells the story of a student, Dan, and how his inclusive program is designed, individualized, and supported.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
    - To understand what inclusive education is and why it is important for students with disabilities.
    - To understand the paraprofessionals' role in implementing effective programs for students in inclusive environments.
    - To review pertinent student information to prioritize student instruction across the school day in different environments.

Unit Section **Directions**



Personal Reflection
•
Handout 3
•
10 Minutes

Thinking About Feeling Included and Excluded

Directions —

- Follow the instructions on Handout 3. Use the reflection questions in the boxes to discuss what inclusion/exclusion means.
- Below is a list of common responses to the questions. If needed, suggest these responses to get the conversation going.

Inclusion: Opportunities, belonging, contributing, choice making, participating, needed, respected, cooperating, welcomed, proud, accepted, useful, valued, happy, successful, confident, secure, good, involved, open, helpful.

Exclusion: Rejected, viewed as different, discriminated against, denied opportunity, denied participation, ignored, seen as inferior, alone, forgotten, angry, resentful, depressed, sad, frustrated, afraid, don't care, aggressive, withdrawn, angry.

Why is This Important?
•
Handout 4
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.

New Learning
•
Handout 5
•
3 Minutes

What Does Inclusive Education Look Like?: Dan's Day

Dan's Day (Handout 5) is an example of a student with a disability in an inclusive school. The example is designed to help the paraprofessionals understand how an inclusive education program can fit together. This *New Learning* section has four parts —

1. *Getting to Know Dan*
2. *IEP-at-a-Glance*
3. *Learning Objectives Matrix: What to Teach and When?*
4. *Dan's Day*

Unit Section **Directions**

Directions —

- Introduce the *New Learning* section of the unit.
- Read the four parts of *Dan's Day* to the group.

New Learning
•
Handouts 6 and 7
•
10 Minutes

Part 1 — Dan's Day: Getting to Know Dan

Getting to Know Dan (Handouts 6–7) gives a "snapshot" picture of Dan by sharing important information, such as his likes, dislikes, friends, how he communicates, and relevant physical, health, and behavior information. Just as important, it shares which instructional strategies work best for Dan and which have not worked well in the past.

Directions —

- Invite the paraprofessionals to quickly read Handouts 6–7.
- Ask: If you were supporting Dan, what information would be useful to you? What other information would you like to know?

New Learning
•
Handout 8
•
10 Minutes

Part 2 — Dan's Day: IEP-at-a-Glance

The *IEP-at-a-Glance* (Handout 8) briefly summarizes some of the most pertinent information from Dan's IEP. It is intended to provide background information to those who work with Dan. Specifically included are: individual learning objectives, the strategies and adaptations used to support his learning, and what activities he needs assistance with during the school day.

Directions —

- Direct the paraprofessionals scan the *IEP-at-a-Glance*.
- Briefly discuss the terms in each section.
- Ask: Why is this information important for all team members to know?

Unit Section **Directions**

New Learning
•
Handout 9
•
8 Minutes

Part 3 — Dan's Day: Learning Objectives Matrix: What to Teach and When?

The *Learing Objectives Matrix* (Handout 9) quickly identifies when each of Dan's individual learning objectives are priority instructional targets during the school day. It does not mean that these objectives cannot be taught at other times, too. It simply identifies when each objective is intentionally addressed instructionally.

Directions —

- Direct the paraprofessionals to look over the *Learning Objectives Matrix*.
- Discuss how the matrix is organized and how it directly relates to the *IEP-at-a-Glance*.
- Emphasize the importance of providing specific instruction to increase student learning.
- As a group, locate the Arrival and Language Arts periods. Identify what Dan's learning priorities are during these periods.

New Learning
•
Handouts 10 and 11
•
12 Minutes

Part 4 — Dan's Day: Dan's Day — Elementary

Handouts 10 and 11 tell the story of Dan's typical school day and how his individual learning objectives are embedded across the school day.

Directions —

- Ask the paraprofessionals to read what a typical day in Dan's fifth grade looks like.
- As a group, identify the Arrival and Language Arts periods. Discuss —
  - How is Dan's program designed so he is working towards greater independence? When is Dan interacting with his classmates?
  - How are Sally's duties different when she is in the cafeteria with Dan versus in Language Arts with Dan?

Unit Section **Directions**

New Learning
•
Handout 12
•
10 Minutes

The Inclusive Education Myths & Truths Game

Directions —

- Ask: What is a myth? If needed, explain that a myth is a persistent, commonly held impression or belief that is thought to be factual, but is actually based more on half-truths or fiction.
- For each statement on Handout 12 direct the paraprofessionals to write "M" for MYTH and "T" for TRUTH.
- As a whole group, reflect on the responses. (Note: Suggested responses to the *Myths and Truths* statements are listed on pages 29–30 of this *Facilitator Manual.*)

Unit Summary
•
Handout 13
•
5 Minutes

What is Inclusive Education?

Directions —

- Read aloud the bulleted points on Handout 13 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

Unit Section **Directions**

Follow-up Activity
•
Handout 14

IEP-at-a-Glance

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools to the paraprofessionals' work with students.

Directions —

- Ask each paraprofessional to choose one student with whom they work.
- Using the *IEP-at-a-Glance* form (Handout 14), have them review selected parts of the student's IEP and/or interview team members to determine the key points of the student's individual educational plan.
- Schedule a follow-up time with the paraprofessionals to review their findings and discuss the students' plans.

Note: In place of this follow-up activity, an option is to substitute the *Getting to Know You*, *IEP-at-a-Glance*, and *Learning Objectives Matrix* sheets developed for an actual student that the paraprofessional supports. After reading these sheets, the paraprofessionals could then review the student's plan with the special education teacher.

Appendix

The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator

Forms

- *Getting to Know You*
- *IEP-at-a-Glance*
- *Learning Objectives Matrix*

The Inclusive Education Myths and Truths Game: Responses to Guide the Facilitator

Truth **1. Inclusive education is about creating school communities in which all children are welcomed, accepted, and successful.**

Inclusive education means that schools strive to facilitate membership, participation, and high levels of learning for all children, including children with unique learning needs. It involves focusing the energy of teachers, support personnel, and other resources on creating a positive learning environment and on developing individualized learning strategies so that the increasingly diverse population learns well together.

Myth **2. There is a specific "recipe" for making inclusive education work — one way works for all students, all grades, and all schools.**

There are some general strategies that work well for creating inclusive programs and schools, but there is not one "recipe" or way of doing things. How inclusive education looks will vary depending on the unique needs and characteristics of students, classrooms, and schools.

Myth **3. In general education classrooms, the only learning objective for all students is the core curriculum (reading, writing, math, science, etc.).**

There are many learning opportunities in general education classrooms and schools that extend far beyond the specific curriculum areas. In addition to academic instruction, opportunities include learning how to participate in daily routines and activities and how to interact effectively with a wide range of people. Such learning opportunities create hundreds of teachable moments across the school day for meaningful student instruction.

Myth **4. Inclusive education means that students with disabilities spend 100% of their instructional time in general education classrooms and can never receive instruction elsewhere.**

No student — with or without a disability — should spend 100% of his or her school day in a general education classroom. Students can learn in many inclusive school, classroom, and even community environments throughout the school day.

Truth **5. High expectations and good instruction are key factors in learning for all students.**

Students learn more when adults believe in their ability to learn, set high expectations, and provide well designed instruction.

Myth 6. The opportunity to socialize with others is the only reason for students with disabilities to be included in general education classes.

Learning how to interact with and be around others is just one of the important reasons for students to learn together. In addition to learning how to interact with other students and adults, they learn academics (if that is appropriate for the student), school and classroom routines, and functional skills.

Myth 7. The people who experience the greatest concern about inclusive education are the classmates of the student with a disability.

For the most part, classmates are open and supportive of students with disabilities, especially when they are invited to participate and support one another.

Myth 8. Having an extra adult in the classroom always promotes participation by students with disabilities.

Having an extra adult in the classroom can be tremendously supportive if the reason for their participation is clear: to facilitate involvement, interactions, and learning for students. Sometimes adults can be a barrier to such involvement and can provide too much assistance which restricts learning and independence.

Adapted with permission from: York-Barr, J., Kronberg, R. & Doyle, M.B. (1996). *Creating inclusive school communities: A staff development series for general and special educators: Module 1: A shared agenda for special and general educators. (Form 24C–24F).* Baltimore: Paul H. Brookes.

Getting to Know You

Student________________________________ **Date**________________

1. **What do you enjoy about the student?**

2. **What are some of the student's gifts, can-do behaviors, areas of progress, strengths, and interests?**

3. **What specific teaching strategies and learning style needs stand out for the student?**

4. **What strategies have not worked in the past?**

5. **Who are some of his or her friends? When are they together during the school day?**

6. **How does the student communicate with others?**

7. **Does the student have any challenging behaviors? What strategies have been successful?**

8. **Please list relevant physical or health information (e.g., medications, vision, hearing, motor abilities, chronic health problems).**

Adapted with permission from York-Barr, J., Doyle, M. B., & Kronberg, R. (1996). *Creating inclusive school communities: A staff development series for general education and special educators: Module 3a: Curriculum as everything students learn in school: Planning for transitions. (Form 16).* Baltimore: Paul H. Brookes.

IEP-at-a-Glance

Student________________________________Grade ________ Date_______________

IEP Objectives

Instructional Strategies / Adaptations

Management Needs

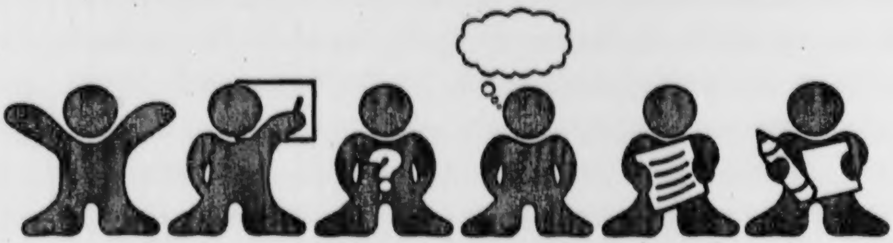
Format based on Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 114). Alexandria, VA: Association for Supervision and Curriculum Development.

Learning Objectives Matrix: What to Teach and When?

Student_______________________________**Grade** ________ **Date**_______________

IEP Objectives	**General Education Class Schedule**								

Format based on Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 115). Alexandria, VA: Association for Supervision and Curriculum Development.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Unit 2:
What To Teach? Learning Opportunities for Students

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 2: What to Teach? Learning Opportunities for Students
Unit Sections	Welcome and Overview / p. 39 Personal Reflection / p. 40 Why is This Important? / p. 40 New Learning / p. 40 Unit Summary / p. 42 Follow-up Activity / p. 43
Materials	Unit 2 *Paraprofessional Handouts*
Time	Approximately 70 minutes.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

Welcome and Overview
•
Handouts 1 and 2
•
5 Minutes

Unit 2: What to Teach? Learning Opportunities for Students

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 2 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 2: What to Teach? Learning Opportunities for Students*. The purpose of Unit 2 is to recognize the learning opportunities for students with disabilities that are embedded throughout the school day, to understand why it is important to teach students to participate in school and classroom routines, and to connect the learning opportunities across the school day to the individual learning objectives for each student. Emphasize that there are many important learning opportunities throughout the school day that are not tied to specific content areas, such as math, language arts, or science.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
  - To understand the importance of teaching students to participate in the full array of school and classroom activities.
  - To identify specific learning opportunities for students with disabilities in inclusive environments.
  - To understand the principle of partial participation and how it applies to students with disabilities.
  - To be able to observe students in a variety of environments and reflect on the opportunities that are available for students to participate.

Unit Section **Directions**

Personal Reflection
•
Handout 3
•
10 Minutes

Thinking About Participating in Daily Routines

Directions —

- Follow the instructions on Handout 3. Use the reflection questions to discuss the daily routines of the paraprofessionals, why routines are important, and what skills and knowledge they use to be successful in their daily routines.

Why is This Important?
•
Handout 4
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on the items that you want to emphasize.

New Learning
•
Handout 5
•
3 Minutes

What to Teach? Learning Opportunities for Students

Students must be taught the skills and knowledge that they need to participate in daily routines and activities. Many of these skills are required throughout one's lifetime and in many different environments. The new learning section of this unit has three parts —

1. *Learning in Inclusive Environments: What is Important to Teach Students?*
2. *What Might This Look Like?*
3. *The Principle of Partial Participation*

Directions —

- Introduce the *New Learning* section of the unit (Handout 5).
- Read the three parts that comprise this *New Learning* section.

Unit Section **Directions**

New Learning
•
Handout 6
•
15 Minutes

Part 1 — What to Teach? Learning in Inclusive Environments: What is Important to Teach Students?

When we look across the school day, there are many embedded learning opportunities for students. These learning opportunities cluster under three domains: Participating in Routines and Activities; Engaging in Academic and Functional Activities; and Interacting with Others. Each domain is described along with how it applies in schools.

Directions —

- Divide the paraprofessionals into groups of three.
- Within each group of three, assign each paraprofessional a different domain to read on Handout 6.
- Ask that they summarize the main ideas of the domain they read and *why* that particular domain is important to the other group members.
- Ask each group to share the key points of their discussion with the whole group.

New Learning
•
Handout 7
•
10 Minutes

Part 2 — What to Teach? What Might This Look Like?

Not only is it essential to understand why each of the three domains are important, but also to recognize that students need to be expected and taught how to engage in activities in all of the domains. Students will have individual education needs. Some students have specific learning objectives in all of the domains. Other students have priority needs in only one or two domains. Each student's IEP team identifies the priority areas for each student.

Directions —

- Ask the paraprofessionals to read the items listed under each of the three domains in Handout 7.
- Next to each item, jot down the names of students who are learning these skills or whom the skills might be good priorities for instruction.
- Ask the paraprofessionals to share some of their ideas with the whole group.

Unit Section	Directions
New Learning • ***Handout 8*** • ***10 Minutes***	**Part 3 — What to Teach? The Principle of Partial Participation** Some activities and routines are very complex and require a high level of skill. Some students will not be able to participate independently in every aspect of each activity. Yet, students can learn even when they participate only partially. Members of students' IEP teams identify where and how individual students can actively participate. Directions — • Ask the paraprofessionals to individually read the paragraph about the principle of partial participation at the top of Handout 8. Ask if they have ever been in a similar situation? • Read aloud the text in the center box to the whole group. • Ask the paraprofessionals to scan the examples at the bottom of the page. Choose one example to explain in greater detail. For example, related to "One student reads while the other points to the pictures" explain that the student who has a disability is connecting oral language to pictures, expanding his vocabulary, isolating his pointer finger for finer movements, and sitting/attending with a classmate. Even though he is not reading the words, he is learning important skills while interacting with a peer. • Ask the paraprofessionals to share other examples related to students they support.
Unit Summary • ***Handout 9*** • ***5 Minutes***	**What To Teach? Learning Opportunities for Students** Directions — • Read aloud the bulleted points in Handout 9 to emphasize that what we teach and how we teach directly affects student learning. • Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week. • Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

Unit Section Directions

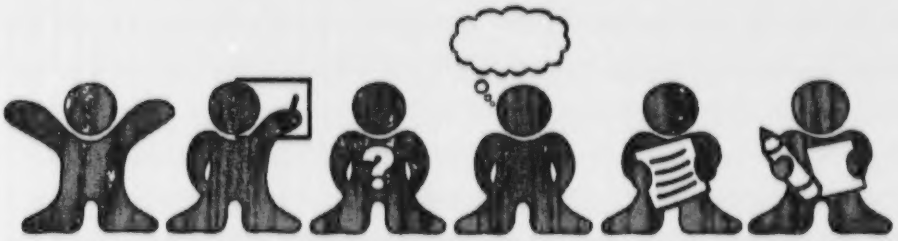
Follow-up Activity
•
Handout 10

Learning in Inclusive Environments Observation Checklist

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct each paraprofessional to choose one student with whom they work.
- Ask that they carefully observe this student in one class during the next week and that they use the checklist (Handout 10) to think about how that student participates in the class routines and activities. They should make notes about their observations.
- Schedule a follow-up time with the paraprofessionals to share with you their findings from the checklist and to reflect on their student observations.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Unit 3:
How to Instruct? Prompt, Wait, Fade

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 3: How to Instruct? Prompt, Wait, Fade
Unit Sections	Welcome and Overview / p. 49
	Personal Reflection / p. 50
	Why is This Important? / p. 50
	New Learning / p. 50
	Unit Summary / p. 52
	Follow-up Activity / p. 53
Materials	Unit 3 *Paraprofessional Handouts*
Time	Approximately 70 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

Welcome and Overview
•
Handouts 1 and 2
•
5 Minutes

Unit 3: How to Instruct? Prompt, Wait, Fade

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 3 fits into the whole development series. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 3: How to Instruct? Prompt, Wait, Fade*. The purpose of Unit 3 is to recognize how we learn new skills, so that we can better assist students with disabilities as they learn new skills. We teach students new skills by providing appropriate types and levels of assistance and then fading the assistance as they become more skilled. The outcome is to have students become independent.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
  - To understand that students go through similar stages when they are learning new skills and that how we teach students depends on the stage of learning they are at for a specific skill.
  - To understand how prompting, waiting, and fading can be used to teach new skills and to teach students to become more independent.
  - To recognize that sometimes adult assistance can hinder student learning rather than support student learning.
  - To be able to use prompts, waits, and fades appropriately to teach students new skills.

Unit Section **Directions**

Personal Reflection
•
Handout 3
•
10 Minutes

Thinking About Learning a New Skill

Directions —

- Follow the instructions on Handout 3.
- Use the reflection questions to discuss the ways we learn new skills in our own lives.

Why is This Important?
•
Handout 4
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.

New Learning
•
Handout 5
•
3 Minutes

How to Instruct? Prompt, Wait, Fade

Students learn new skills at different rates. How we provide instruction depends on the stage of learning for each student related to the particular skill. We teach students new skills by using a combination of prompts, waits and fades. When students are beginning to learn a new skill, they need more assistance. Eventually, assistance must be faded to promote greater independence. The *New Learning* section of this unit has three parts —

1. *How to Instruct? Prompts*
2. *How to Instruct? Wait and Fade*
3. *When Helping Becomes Hindering*

Directions —

- Introduce the *New Learning* section of the unit on Handout 5.
- Read the three parts that comprise this *New Learning* section.

Unit Section **Directions**

New Learning
•
Handouts 6 and 7
•
15 Minutes

Part 1 — How to Instruct? Prompts

We use prompts to teach students new skills. There are four types of prompts: verbal, modeling, gesturing, and physical. There is no specific recipe for when to use different kinds of prompts. Frequently, we use them in various combinations. Specific prompts are determined based on how individual students respond to various prompts, the abilities of students, their stage of learning a new skill, and the particular environment.

Directions —

- Model and describe each of the four types of prompts in Handouts 6 and 7. Include the special considerations for each type of prompt.
- Ask the paraprofessionals to read the examples for each type of prompt.
- Invite the paraprofessionals to turn to a partner and explain in their own words the four types of prompts and share an example for each.

New Learning
•
Handout 8
•
10 Minutes

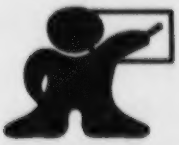
Part 2 — How to Instruct? Wait and Fade

Assistance must be gradually reduced to help students become more fluent and independent with new skills. Students can easily become dependent on prompts from adults. We can sometimes reduce dependence by incorporating wait time after we use prompts or by gradually fading the amount of prompting.

Directions —

- Using Handout 8, explain and demonstrate how wait time is used in conjunction with other prompts. Highlight the special considerations for wait time.
- Explain and demonstrate what fading means. Highlight the special considerations for fading.
- Offer examples of how waiting and fading have been used to increase the independence of students in your program.
- In pairs, have one paraprofessional read the examples for wait time and the other paraprofessional read the examples for fading prompts. Ask each paraprofessional to describe to his or her partner an example that illustrates the meaning of the term.

Unit Section **Directions**



New Learning
•
Handout 9
•
15 Minutes

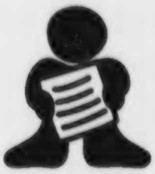
Part 3 — When Helping Becomes Hindering

Students need to be active participants when learning new skills. They cannot develop skills simply by watching. Sometimes adults help students too much. They perform tasks for the students, rather than prompting the student to perform the skill themselves. Sometimes adults also do not allow students enough time to actively participate. By offering such assistance, adults may think that they are helping students, but they may actually be hindering student learning.

Directions —

- Ask the paraprofessionals to read the items on Handout 9 and jot notes about why this might be happening and how instruction might be improved.
- Choose three to four items. As a large group, discuss what is happening in each example and how instruction might be changed to promote student learning.

  For example, related to "In an effort to have the student finish on time, an adult provides more assistance than is needed for the math problems", explain that the primary learning objective is for the student to learn math. A secondary learning objective might be for the student to finish the assignment. When the adult provides too much assistance, progress towards both objectives is hindered. A preferable strategy would be to clarify with the special education teacher what the student's priority learning objectives are in this situation and to problem solve alternative solutions (e.g., adapting the assignment, completing the assignment later in the day, providing additional math instruction to review the math concept).



Unit Summary
•
Handout 10
•
5 Minutes

How to Instruct? Prompt, Wait, Fade

Directions —

- Read aloud the bulleted points on Handout 10 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item they selected with a partner or with the whole group, as appropriate.

Unit Section **Directions**

Follow-up Activity

•

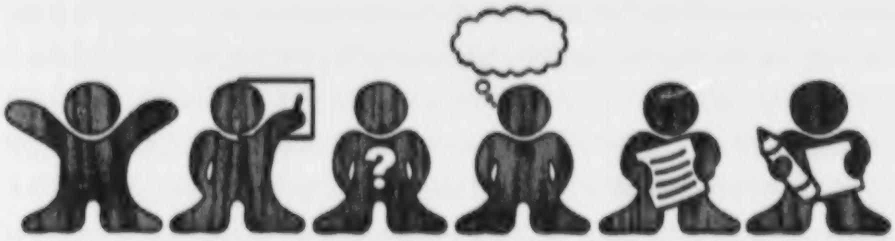
Handout 11

Student Support: How Are You Providing Instruction?

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct each paraprofessional to choose one student.
- Ask them to identify three skills that the student is currently learning and then to use Handout 11 to reflect on the support being provided to the student.
- Schedule a follow-up time for the paraprofessionals to share their observations and to coach how to use prompting, waiting, and fading with individual students.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Unit 4:
How to Instruct? Natural Cues, Consequences and Supports

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 4: How to Instruct? Natural Cues, Consequences and Supports
Unit Sections	Welcome and Overview / p. 59 Personal Reflection / p. 60 Why is This Important? / p. 60 New Learning / p. 60 Unit Summary / p. 62 Follow-up Activity / p. 62
Materials	Unit 4 *Paraprofessional Handouts*
Time	Approximately 60 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

Welcome and Overview
•
Handout 1 and 2
•
5 Minutes

Unit 4: How to Instruct? Natural Cues, Consequences, and Supports

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 4 fits into the whole development curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 4: How to Instruct? Natural Cues, Consequences, and Supports*. The purpose of Unit 4 is to recognize the natural cues, consequences, and supports in our everyday environments, and to understand the central role they play in supporting students to become more independent.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
    - To be able to describe the meaning of natural cues, consequences, and supports.
    - To understand why it is important for students to recognize and use natural cues, consequences and supports.
    - To be able to teach students to recognize and use the natural cues, consequences, and supports in different environments.

Unit Section **Directions**

Personal Reflection

•

Handout 3

•

10 Minutes

Thinking About Natural Cues in Our Environment

Directions —

- Follow the instructions on Handout 3.
- Use the reflection questions to discuss the ways we use natural cues and supports in our own lives.

Why is This Important?

•

Handout 4

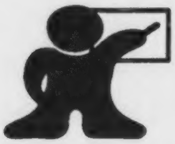
•

5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning

•

Handout 5

•

3 Minutes

How to Instruct? Natural Cues, Consequences, and Supports

In order to become more independent, students must make sense of what is happening in their environments and must respond appropriately. Many times students with disabilities have difficulty both recognizing the cues in their environments and figuring out what the cues mean. Many students must be directly taught to recognize the naturally occurring cues and supports; in the environment; to use the natural cues and supports to figure out how to act and what to do; to correctly respond to these cues; and to understand the natural consequences of their actions. The *New Learning* section of this unit has two parts —

Unit Section Directions

1. *What Are Natural Cues, Consequences, and Supports?*
2. *Teaching Students to Use Natural Cues, Consequences, and Supports*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the two parts that comprise this new learning section.

New Learning
•
Handout 6
•
10 Minutes

Part 1 — What are Natural Cues, Consequences and Supports?

Natural cues, consequences and supports exist within our daily environments. Often we take them for granted. We need to recognize the natural cues, consequences and supports in school and community environments in order to teach students to recognize and use them.

Directions —

- Divide the paraprofessionals into groups of three.
- Direct each paraprofessional to choose one term from Handout 6 and individually read the definition and accompanying examples. (Each person in a group should choose a different term.)
- Ask the paraprofessionals to summarize for the others in their group what they read and to share an example.
- Invite the whole group to share any thoughts or questions.

New Learning
•
Handout 7
•
20 Minutes

Part 2 — Teaching Students to Use Natural Cues, Consequences, and Supports

Often when students are learning what to do and how to behave in different environments, we must teach them to both recognize the natural cues and what the cues mean. We teach students by using prompts, waits, and fades as described in Unit 3. What does teaching a student to recognize and use natural cues and supports look like? Examples are provided on Handout 7.

Directions —

- Divide the paraprofessionals into groups of two or three.
- Invite the paraprofessionals to individually read the examples in Handout 7.

Unit Section **Directions**

- Ask them to identify and circle the natural cues.
- Ask them to identify and underline the prompts and wait time that the paraprofessionals use to teach the students to recognize the natural cues in the environment.
- Direct each small group to discuss the reflection questions at the bottom of the page.
- Ask the whole group, "What does this mean for how we teach students?"

Unit Summary
•
Handout 8
•
5 Minutes

How to Instruct? Natural Cues, Consequences, and Supports

Directions —

- Read aloud the bulleted points in Handout 8 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item they selected with a partner or with the whole group, as appropriate.

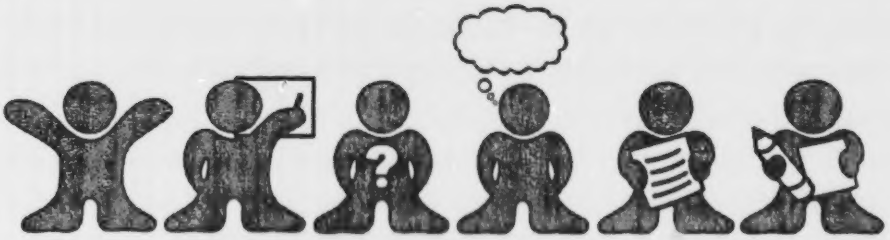
Follow-up Activity
•
Handout 9

Supporting Students: Natural Cues, Consequences, and Supports

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Direct the paraprofessionals to identify one student who is participating in a general education activity or class.
- Ask them to use Handout 9 to identify the natural cues, consequences and supports in that environment and to reflect on the kinds of support being provided to the student.
- Schedule a follow-up time for the paraprofessionals to share with you their findings and to reflect on their observations.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Unit 5:
How to Instruct? Individualized Adaptations

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 5: How to Instruct? Individualized Adaptations
Unit Sections	Welcome and Overview / p. 67 Personal Reflection / p. 68 Why is This Important? / p. 68 New Learning / p. 68 Unit Summary / p. 70 Follow-up Activity / p. 70
Materials	Unit 5 *Paraprofessional Handouts*
Time	Approximately 60 minutes

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

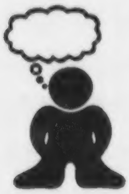
Welcome and Overview
•
Handouts 1 and 2
•
5 Minutes

Unit 5: How to Instruct? Individualized Adaptations

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 5 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 5: How to Instruct? Individualized Adaptations*. The purpose of Unit 5 is for paraprofessionals to understand what adaptations are and why they are important in the lives of students with disabilities. The paraprofessionals will reflect on adaptations that they use to make their daily lives easier and apply this information to their work supporting students.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
    - To understand what adaptations are and why they are important in the lives of students with disabilities.
    - To become familiar with adaptations that could be used to increase student participation in academic, functional, and social situations.
    - To reflect on individual student adaptations and problem solve additional adaptations to increase student participation.

Unit Section	**Directions**



Personal Reflection
•
Handout 3
•
10 Minutes

Thinking About Adaptations We Use in Our Daily Lives

Directions —

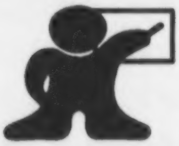
- Follow the directions on the Handout 3.
- Use the reflection questions to discuss what adaptations the paraprofessionals use in their daily lives.

Why is This Important?
•
Handout 4
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.



New Learning
•
Handout 5
•
3 Minutes

How to Instruct? Individualized Adaptations

We make decisions about adaptations based on students' individual needs, their instructional priorities, and the unique instructional context. Adaptations are possible, and frequently necessary, in all three of the instructional domains (described in Unit 2): participating in routines and activities, engaging in academic and functional activities, and interacting with others. When students with disabilities require adaptations for learning and participation, adaptations must be used consistently in order to maximize the likelihood of effective use.

Unit Section **Directions**

This *New Learning* section has one part —

1. *Adaptations Within the Three Instructional Domains*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the one part that comprises this *New Learning* section.

New Learning
•
Handouts 6 and 7
•
20 Minutes

Adaptations Within the Three Instructional Domains

What might adaptations look like? These handouts provide examples of adaptations that increase participation for some students within the three instructional domains. The activity also gives the paraprofessionals an opportunity to identify adaptations currently used by the students they support, and to generate ideas for additional adaptations that might be useful for these students.

Directions —

- Review for the paraprofessionals the three instructional domains: participating in routines and activities, engaging in academic and functional activities, and interacting with others. If useful, have the paraprofessionals refer back to the Unit 2 handouts.
- Ask the paraprofessionals to read and follow the directions at the top of Handout 6.
- Invite them to share a few examples of adaptations they have seen or used; and any ideas they may have for adaptations that might be helpful for students they support.

Unit Section **Directions**

Unit Summary
•
Handout 8
•
5 Minutes

How to Instruct? Individualized Adaptations

Directions —

- Read aloud the bulleted points on Handout 8 to emphasize that what we teach and how we teach directly affects student learning,
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

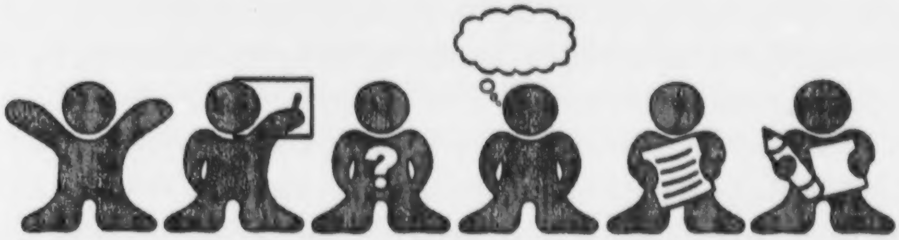
Follow-up Activity
•
Handout 10

How Are Adaptations Working for Students?

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Ask the paraprofessionals to identify one student who is participating in a general education activity or class.
- Request that they use Handout 10 to identify the adaptations that the student is currently using, to describe the purposes of the adaptations, and to consider what other adaptations that might be useful for the student.
- Schedule a follow up time for the paraprofessionals to share with you their findings and to reflect on their student observations.



Supporting Students with Disabilities in Inclusive Schools
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Facilitator Manual

Unit 6:
How to Interact? Behavior as Communication

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 6: How to Interact? Behavior as Communication
Unit Sections	Welcome and Overview / p. 75 Personal Reflection / p. 76 Why is This Important? / p. 76 New Learning / p. 76 Unit Summary / p. 78 Follow-up Activity / p. 78
Materials	Unit 6 *Paraprofessional Handouts*
Time	Approximately 90 minutes. This unit could be offered as one long session or two shorter sessions.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

Welcome and Overview
•
Handouts 1 and 2
•
5 Minutes

Unit 6: How to Interact? Behavior as Communication

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 6 fits into the whole curriculum. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 6: How to Interact? Behavior as Communication.* The purposes of Unit 6 are for paraprofessionals to understand some of the ways student behavior is influenced by what happens in the environment, and to view behavior as a means of communication.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
  - To understand that behavior is influenced by a variety of individual and environmental factors.
  - To become familiar with some of the language used when discussing and reflecting on student behavior.
  - To reflect on specific students' behaviors and consider why those behaviors may be occurring.

Unit Section *Directions*

Personal Reflection
•
Handout 3
•
10 Minutes

Thinking About How We Behave and Why

Directions —

- Follow the directions on Handout 3.
- Use the reflection questions to discuss how our behaviors are influenced by what is happening in the environment around us and as a means of communicating what we are feeling.

Why is This Important?
•
Handout 4
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 4 to the group. Expand on items you want to emphasize.

New Learning
•
Handout 5
•
5 Minutes

How to Interact? Behavior as Communication

We can gain valuable insights about student behaviors when we consider two important facets about why the behaviors might be happening: 1) what aspects of the environment might be influencing student behavior, and 2) what might the student be communicating through the behavior. This information is useful in developing more proactive and effective behavior support programs. The *New Learning* section of this unit has three parts —

1. *A-B-C Documentation: Examples*
2. *Communicative Function of Behavior*
3. *Behavior Observation Form (Sample)*

Directions —

- Introduce the *New Learning* section of the unit using Handout 5.
- Read the three parts that comprise this *New Learning* section.

Unit Section ***Directions***

New Learning
•
Handout 6
•
15 Minutes

Part 1 — A-B-C Documentation: Examples

When we think about student behavior and why it is occurring, we gain clues by observing what is happening in the student's environment and how that might be influencing his or her behavior. We do this by thinking through an A-B-C documentation. The examples on Handout 6 portray how things that happen before, during, and after a behavior can directly influence students' behavior.

Directions —

- Read aloud the top of the page where the parts of the A-B-C documentation are described.
- Highlight for the paraprofessionals the three parts of an A-B-C documentation —
  - A (Antecedents): Describing what happened before the behavior that might have influenced the student's behavior.
  - B (Behaviors): Describing what the student did; how often it happened; and how long the behavior occurred.
  - C (Consequences): Describing what happened after the behavior; and how the behavior was handled (noting positive and negative reinforcements).
- Read each example aloud from left to right, starting with the antecedent, then the behavior, and finally the consequence.
- Pose the reflection questions on the bottom of the page to the whole group to prompt further discussion about the students' behaviors.

New Learning
•
Handout 7
•
15 Minutes

Part 2 — Communicative Function of Behavior

A second valuable insight about behaviors involves considering what students might be communicating through their behavior. This activity provides an opportunity for the paraprofessionals to brainstorm ideas about what students might be trying to communicate through their behavior.

Directions —

- Explain to the paraprofessionals that all behaviors communicate something. Ask them to read the top of Handout 7.
- In groups of two–four, have participants choose two or three examples and brainstorm the possible communicative function of each behavior.
- Ask each group to share and discuss their ideas with the large group.

Unit Section ***Directions***

New Learning
•
Handout 8
•
15 Minutes

Part 3 — Behavior Observation Form (Sample)

The *Behavior Observation Form* (Handout 8) is a tool that can be used to document and think about both the A-B-C and communicative function of behaviors. The handout provides sample behavioral information about Annie, a student, and her behavior during Math class. Stress the important role that paraprofessionals can serve in collecting this information and bringing it back to the team to consider.

Directions —

- Direct the participants to individually read the introduction and the example.
- Pose the questions at the bottom of the page and invite responses from the whole group.

Unit Summary
•
Handout 9
•
5 Minutes

How to Interact? Behavior as Communication

Directions —

- Read aloud the bulleted points in Handout 9 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in the "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or the entire group, as appropriate.

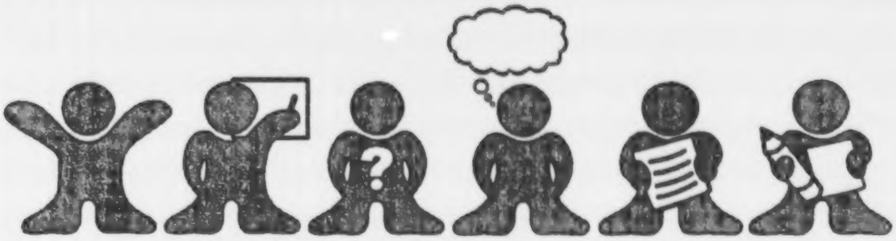
Follow-up Activity
•
Handout 10

Behavior Observation Form

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Ask the paraprofessionals to choose one student with whom they work and to use the *Behavior Observation Form* (Handout 10) to provide information about that student's behaviors.
- Have them write their observations about the behavior, the environment in which it is occurring, and the possible communicative function of the behavior.
- Schedule a follow up time for the paraprofessionals to share with you their findings, to reflect on their student observations, and to problem solve possible interventions.



Supporting Students with Disabilities in Inclusive Schools
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Facilitator Manual

Unit 7:
How to Interact? Student Relationships

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

Unit Guide

Title	Unit 7: How to Interact? Student Relationships
Unit Sections	Welcome and Overview / p. 83 Personal Reflection / p. 84 Why is This Important? / p. 85 New Learning / p. 86 Unit Summary / p. 88 Follow-up Activity / p. 88
Materials	Unit 7 *Paraprofessional Handouts*
Time	Approximately 90 minutes. This unit could be offered as one long session or two shorter sessions.

Facilitator Notes About This Unit

Directions for Facilitation

Unit Section **Directions**

Welcome and Overview

•

Handouts 1 and 2

•

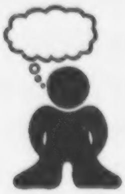
5 Minutes

Unit 7: How to Interact? Student Relationships

Directions —

- Welcome the paraprofessionals who are participating in the session. Refer the paraprofessionals to the *Curriculum Overview* (Handout 1) to see how Unit 7 fits into the whole development series. Remind them that the unit is organized into six sections (Handout 2). Explain that the topics and activities in each unit relate directly to their work of supporting students with disabilities.
- Introduce *Unit 7: How to Interact? Student Relationships*. The purpose of Unit 7 is to increase paraprofessionals' understanding about the types of people supports and friendships they have in their own lives and why interactions and friendships are such an important dimension in the lives of students with disabilities.
- Describe the desired outcomes for paraprofessionals. Identify for the paraprofessionals what the desired outcomes from this unit are —
  - To recognize the importance of relationships in our lives.
  - To understand the different types of relationships that students with and without disabilities may have in their lives.
  - To learn strategies for promoting positive interactions between students with and without disabilities.
  - To recognize when and where supports would be useful to enhance positive student interactions throughout the school day.

Unit Section **Directions**



Personal Reflection

•

Handout 3

•

15 Minutes

Thinking About People in Our Lives

NOTE: This activity provides an opportunity for reflection on the important role of people in our lives. Each circle on Handout 3 represents a different level of interaction, closeness and trust between people. Exercise caution when facilitating this activity because participants may be quite interested in reflecting on their own lives. Keep in mind the purpose of the reflection activity is to create a personal connection with the main idea of the unit, but then to quickly shift the focus and application to the students. Do *not* allow the reflection to get too focused on the people in the lives of the paraprofessionals.

Directions —

- Explain that the purpose of this activity is to recognize varied roles of people in our lives.
- Explain that each circle represents a different level of interaction, closeness and trust between people.
- Using the directions on Handout 3, describe the types of people they might identify in each circle.
  - **Circle 1**: names of family, and close friends
  - **Circle 2**: names of good friends, people who they like and do things with regularly.
  - **Circle 3**: names of people they enjoy and do things with occasionally.
  - **Circle 4:** names of people who are paid to interact with them.
- Provide a few minutes for the paraprofessionals to write names of people in their own lives in the circles.
- Discuss the reflection questions at the bottom of the page with the whole group.

Unit Section **Directions**

Personal Reflection
•
Handout 4
•
15 Minutes

Thinking About People in Our Lives (Sample Circles)

Directions —

- Ask the participants to look at each sample in Handout 4 and to think about the reflection questions.
- Lead a discussion about the difference between the samples, and about the implications of having a full and richer circle of people in the students' lives.
- Emphasize that relationships have an impact on learning and that paraprofessionals have an important role in supporting relationships between students. This role is described in greater detail later in this unit.

Why is This Important?
•
Handout 5
•
5 Minutes

Why is This Important?

Directions —

- Read the bulleted items on Handout 5 to the group. Expand on items you want to emphasize.

Unit Section **Directions**

New Learning Overview
•
Handout 6
•
3 Minutes

How to Interact? Student Relationships

Adults play an important role in supporting student relationships. The new learning component of this unit is designed to give the paraprofessionals a better understanding of the types of interactions that exist within schools and the strategies that can be used to enhance peer relationships. The new learning section of this unit has three parts —

1. *Recognizing the Ways Students Interact*
2. *Facilitating Interactions Among Students*
3. *When and Where are Students Interacting in Your School?*

Directions —

- Introduce the New Learning section of the unit using Handout 6.
- Read the three parts that comprise of this new learning section.

New Learning
•
Handout 7
•
10 Minutes

Recognizing the Ways Students Interact

There is a continuum of interactions that occurs between students in schools. Handout 7 illustrates this range of interactions and offers examples of each type of interaction. Note that the continuum of interactions pertains to all students, but is particularly important to consider related to students with disabilities because peer relationships can be difficult to develop and maintain.

Directions —

- Explain to the group that there is a range of student interactions that occur within schools.
- Emphasize that they can help promote positive relationships between students, and thus increase support for student learning in inclusive environments.
- Point out the role of all adults constantly trying to move students with and without disabilities along the continuum from negative to more positive interactions.
- Discuss the examples. Consider substituting examples based on actual students whom the paraprofessionals support.

Unit Section **Directions**

New Learning

•

Handout 8

•

10 Minutes

Facilitating Student Interactions Among Students

There are a variety of strategies that can be used to enhance student interactions. Handout 8 highlights the different strategies and gives examples of how a paraprofessional might use these strategies to naturally support student interactions throughout the school day.

Directions —

- Read aloud each strategy with the examples.
- Ask the paraprofessionals to think about students they support and how these strategies might be useful.
- Invite the paraprofessionals to share their examples with the whole group.

New Learning

•

Handout 9

•

10 Minutes

When and Where Are Students Interacting in Your School?

This activity gives paraprofessionals the opportunity to think about when and where students interact across the school day. By identifying places where all students socialize, paraprofessionals can better pinpoint times that might be appropriate for them to support social interactions between students with and without disabilities.

Directions —

- Direct participants to follow the instructions at the top of Handout 9.
- Ask the participants to share a few examples of the places and times that they see student interactions naturally occurring.
- Talk about the importance of knowing where most students are "hanging out" or naturally getting to know one another, and how the students that they support also need to be in those places at those times.

Unit Section **Directions**

Unit Summary
•
Handout 10
•
5 Minutes

How to Interact? Student Relationships

Directions —

- Read aloud the bulleted points in Handout 10 to emphasize that what we teach and how we teach directly affects student learning.
- Ask the paraprofessionals to identify one item in "What is your role?" section to think about and practice during the next week.
- Invite the paraprofessionals to share the item with a partner or entire group, as appropriate.

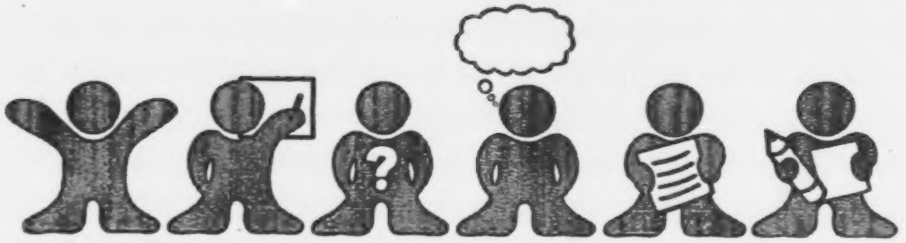
Follow-up Activity
•
Handout 11

Enhancing Student-to-Student Interactions

This follow-up activity is designed to help transfer the new learning regarding student programs in inclusive schools in this unit to the paraprofessionals' work with students.

Directions —

- Ask the paraprofessionals to identify one student who is participating in a general education activity or class.
- Request that they use this handout to write their ideas to the questions listed.
- Schedule a follow up time for the paraprofessionals to share with you their findings and to reflect on their student observations.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

Resources

Resources

Some materials contained in the units were based on or adapted from previous work of these or other authors. These resources are referenced within each unit and are also listed below.

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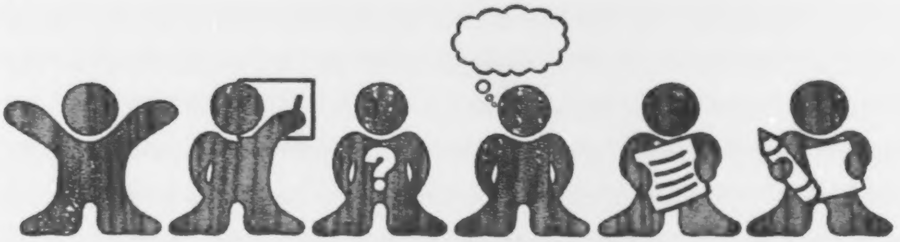


Supporting Students with Disabilities in Inclusive Schools

A Curriculum for Job-Embedded Paraprofessional Development

Facilitator Manual

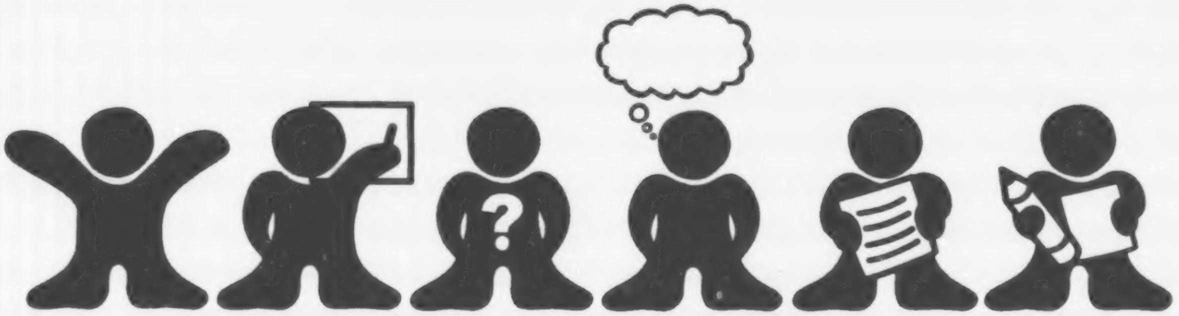
Appendix

Paraprofessional Development
Curriculum Accountability Form

Paraprofessional Development Curriculum

Name: ______________________________

Unit	Development Session (date & initials)	Follow-up Discussion (date & initials)
Unit 1: What is Inclusive Education?		
Unit 2: What to Teach? Learning Opportunities for Students		
Unit 3: How to Instruct? Prompt, Wait, and Fade		
Unit 4: How to Instruct? Natural Cues, Consequences, and Supports		
Unit 5: How to Instruct? Individualized Adaptations		
Unit 6: How to Interact? Behavior as Communication		
Unit 7: How to Interact? Student Relationships		



Supporting Students with Disabilities in Inclusive Schools

A Curriculum for Job-Embedded Paraprofessional Development

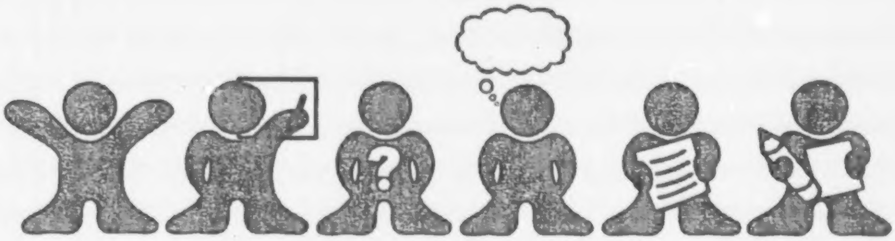
Paraprofessional Handouts

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration (UCEDD)
and Department of Educational Policy and Administration

The College of Education
& Human Development
UNIVERSITY OF MINNESOTA

IDEAs that Work
U.S. Office of Special Education Programs



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 1:
What is Inclusive Education?

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

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Personal Reflection: .... Handout 3
Thinking About Feeling
Included and Excluded

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Education Look Like?
Dan's Day — Elementary

- Getting to Know Dan .... Handouts 6–7
- IEP-at-a-Glance .... Handout 8
- Learning Objectives Matrix: .... Handout 9
What to Teach and When?
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IEP-at-a-Glance

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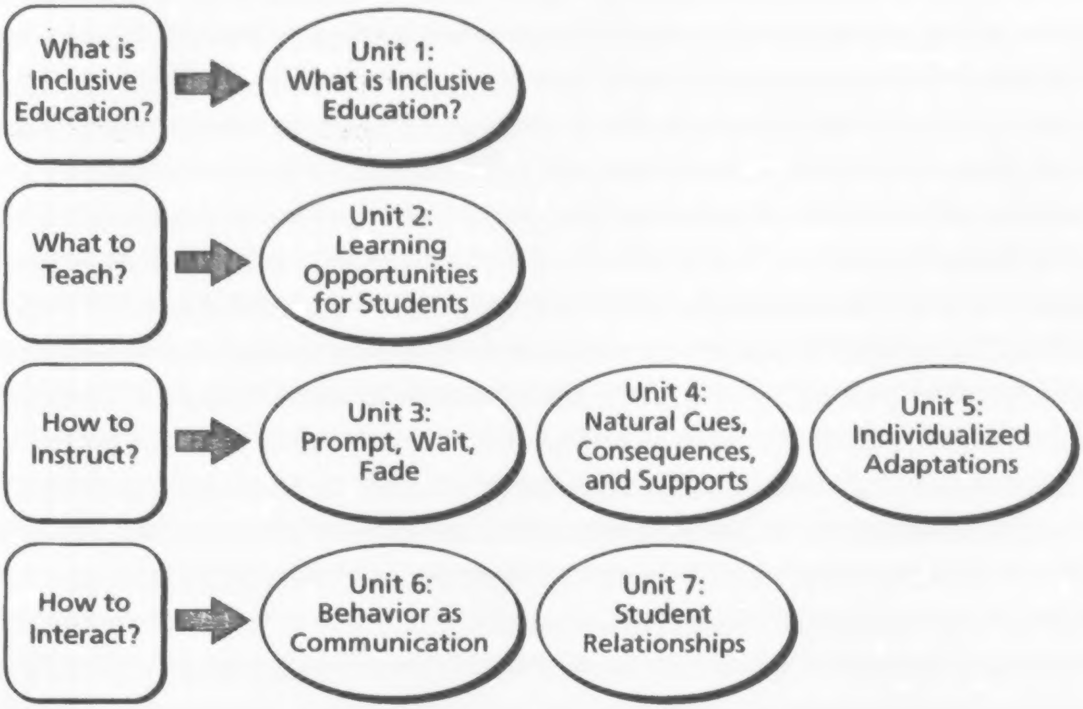
Dan's Day — Secondary

Curriculum Overview

Welcome to the *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development*. To provide effective education for students with disabilities in inclusive schools, we must understand not only what students need to learn, but also how to instruct and support students across a wide range of activities and environments. This paraprofessional development curriculum was developed to meet this need. The desired outcomes for paraprofessionals who participate in this curriculum are that they —

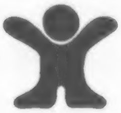
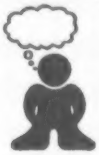
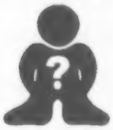
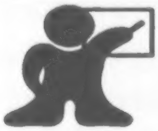
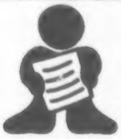
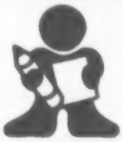
- Understand their roles and responsibilities in providing instructional support for students with disabilities;
- Develop knowledge and skills that directly relates to their work supporting students;
- Appropriately use the knowledge and skills in inclusive environments; and
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.


What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Unit Sections

There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	**Welcome and Overview**	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	**Why is This Important?**	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	**Unit Summary**	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	**Follow-up Activity**	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About Feeling Included and Excluded

Jot your thoughts in response to these questions.

Think about an experience when you felt included in a group —

- What did it mean to be included in the group?
- How did it feel?
- How did you act?

Think about an experience when you felt excluded from a group —

- What did it mean to be excluded from the group?
- How did it feel?
- How did you act?

Activity adapted with permission from: York-Barr, J., Kronberg, R., & Doyle, M.B. (1996). *Creating inclusive school communities: A staff development series for general and special educators: Module 1: A shared agenda for general and special educators.* (Form 15A). Baltimore: Paul H. Brookes.

Why is This Important?

- When we feel included, we open ourselves to new learning and new relationships. When we feel excluded, we close ourselves off from others and react in negative ways.

- Students who feel included are more open and ready to learn. Students who feel excluded close themselves off and may protect themselves with behaviors that interfere with learning and friendships.

- When students are part of classrooms and schools where they feel welcomed and valued, they are more willing to take part in new learning opportunities and develop new relationships.

What is inclusive education for students with disabilities?

- Inclusive education means that students with disabilities are educated in the same school as their brothers, sisters, and neighbors. They are provided the support to be successful in their age-appropriate grade and classrooms for most or all of the day. They feel welcomed and valued.

- The goal of inclusive education is to prepare students with disabilities to lead productive lives as full members of their schools and communities. We do this by —
  - Teaching students the skills and knowledge they need to develop greater independence.
  - Providing ways for students to communicate and make choices.
  - Assisting them to develop relationships with other students.

New Learning: What Does Inclusive Education Look Like?

Dan's Day — Elementary

It is one thing to read about what inclusive education is, and another thing to visualize how all the pieces fit together to create a cohesive program. *Dan's Day* tells the story of a fifth grade student, Dan, who has a disability and who is a member of an inclusive school. The example is designed to help you understand how an inclusive education program can look. Understanding how to effectively support Dan so that he gains the knowledge and skills to be more independent requires knowing who he is, what he likes, how he learns best, and how his educational program is organized. The new learning section of this unit has four parts described below —

1. ***Getting to Know Dan*** (Handouts 6–7)
   This page gives a "snapshot" picture of Dan by sharing important information, such as his likes, dislikes, friends, how he communicates, and relevant physical, health, and behavior information. Just as important, it shares which instructional strategies work best for Dan and which have not worked well in the past.
2. ***IEP-at-a-Glance*** (Handout 8)
   The *IEP-at-a-Glance* briefly summarizes Dan's individual learning objectives, what strategies and adaptations are needed to support his learning, and what activities he needs assistance with during the school day.
3. ***Learning Objectives Matrix: What to Teach and When?***
   (Handout 9)
   The *Learning Objectives Matrix* quickly identifies the activities or classes during the school day in which each of Dan's individual learning objectives are priorities for instruction. This does not mean that these learning objectives cannot be taught at other times, it simply identifies when each objective is focused on during the day.
4. ***Dan's Day — Elementary*** (Handouts 10–11)
   Dan's Day — Elementary tells the story of Dan's typical school day and how his individual learning objectives are embedded across the school day.

Getting to Know Dan

Student: Dan **Date:** September **Grade:** 5

1. **What do you enjoy about Dan?**

   Dan is a very happy boy. He is well liked by his classmates and many choose to be his partner during class activities. He is interested in many things and frequently adds to the classroom discussion.

2. **What are some of Dan's gifts, can-do behaviors, areas of progress, strengths, and interests?**

   Dan is eager to try new activities on his own and only requests help when he is having a lot of difficulty. Last year, he made significant progress driving his electric wheelchair on the right side of the hallway, and understanding simple addition and subtraction. He is also doing better asking questions that are more on topic. He responds well to praise for a job well done.

3. **What specific teaching strategies and learning style needs stand out for Dan?**

   Dan learns from being directly involved with all the activities. While he may need some assignments shortened or adapted, he is able to participate in everything. All written work must be enlarged because of his vision. He is working on staying on topic when he answers questions, so sometimes questions need to be restated to help keep him focused. When he gets frustrated by a task, help him to talk about the problem/issue to reduce his frustration. While he enjoys talking to others, he has difficulty starting conversations, especially with his peers.

4. **What strategies have not worked in the past?**

   Dan is very sensitive to criticism, even when it is said very gently. Sometimes he gets very emotional and will cry. When you need to tell him to do something in a different way, make sure to point out what he did well. When you do this, he is better able to listen to the whole message and learn.

5. **Who are some of the Dan's friends? When are they together during the school day?**

   While well-liked by his classmates, Dan is good friends with Jose, Karen, and Alfonso. They are in class together all day.

6. **How does Dan communicate with others?**

   Dan's speech is usually clear. When he gets excited, his whole body tightens up affecting his speech. In these cases, ask him to relax and repeat what he said. When you ask Dan a question, make sure to give him time to answer because he processes information and decides on a response slowly.

7. **Does Dan have any challenging behaviors? What strategies have been successful?**

   Dan can be very impulsive. In the classroom, he may need to be reminded to raise his hand and wait to be called on. His impulsiveness is a bigger issue on the playground and when driving his wheelchair. At recess, we need to make sure he is safely driving his chair on level surfaces, staying away from curbs, and not accidentally running into other students (both his vision difficulties and his impulsiveness affect his wheelchair driving).

8. **Please list relevant physical or health information (e.g., medications, vision, hearing, motor abilities, chronic health problems).**

   Dan has cerebral palsy. He has difficulty coordinating his arms and legs. He does bear some weight on his legs, but needs moderate assistance for all transfers to and from his wheelchair. His hearing is fine. He has a vision impairment and wears glasses. He has a seizure disorder that is well controlled by his medication. He rarely, if ever, has a seizure at school. If he does, be sure to protect his head from bumping on furniture or his wheelchair. When the seizure is over, take Dan to the nurse to rest.

Format adapted with permission: York-Barr, J., Doyle, M.B., & Kronberg, R. (1996). Creating *inclusive school communities: Module 3a: Curriculum as everything students learn in school: Planning for transitions. (Form 16).* Baltimore: Paul H. Brookes.

IEP-at-a-Glance

Student: Dan **Date:** September **Grade:** 5

IEP Objectives

- Take out and put away materials with fewer prompts.
- Begin conversations with peers.
- Use more details when describing an event.
- Remain on topic while participating in classroom discussions.
- Write two sentences without assistance using the word processor.
- Comprehend and orally read material adapted to end of second grade reading level.
- Calculate two and three digit addition with regrouping.
- Calculate two and three digit subtraction without regrouping.
- Independently drive his electric wheelchair safely in school.
- Use good judgement about his wheelchair safety when on the playground (i.e., speed, near curbs, on inclines, around other students).
- Greater active participation when transferring to and from his wheelchair.

Instructional Strategies/Adaptations

- Enlarging of all written material (worksheets and books).
- Using word predictor software when doing word processing.
- Books on tape available for use during language arts, independent study, and at home.
- Allowing a "wait period" to organize his thoughts after he is asked a question.
- Helping Dan talk out problems/concerns to reduce frustrations.
- Dictating longer written assignments to a peer or an adult.
- For long worksheet assignments, breaking into parts and selecting most pertinent items.
- Accommodating standardized testing formats: short segment testing, extended time, alternate setting, reader for math, scribe to write down answers, enlarged print.

Management Needs

- Assistance with flexibility exercises.
- Assistance manipulating clothing in the bathroom.
- Medication administered daily by the school nurse.
- Assistance in the cafeteria line to obtain his food choices.
- Adapted evacuation plan.

Format based on: Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 114). Alexandria, VA: Association for Supervision and Curriculum Development.

Learning Objectives Matrix: What to Teach and When?

Student Dan **Grade** 5 **Date** September

IEP Objectives	**General Education Class Schedule**									
	Arrival	Open Activity	Lang Arts	Math	Phy Ed	Lunch/ Recess	Break	Science	Indep Study	Dis-missal
Take out and put away materials with fewer prompts.		X	X	X		X		X		X
Begin conversations with peers.	X	X	X	X	X	X		X	X	X
Use more details when describing an event.		X	X			X		X	X	
Remain on topic while participating in classroom discussions.		X	X	X	X			X	X	
Write two sentences without assistance using the word processor.		X	X					X	X	
Comprehend and orally read material adapted to second grade reading level.			X	X				X	X	
Calculate two and three digit addition with regrouping.				X					X	
Calculate two and three digit subtraction without regrouping.				X					X	
Independently drive his electric wheelchair safely in school.	X				X	X	X	X		X
Use good judgement about his safety when on the playground (i.e., speed, curbs, inclines, around students).					X	X				
Greater active participation when transferring to and from his wheelchair.					X		X		X	

Format based on Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 115). Alexandria, VA: Association for Supervision and Curriculum Development.

What Does Inclusive Education Look Like?

Dan's Day — Elementary

8:30 a.m. — Arrival

Dan arrives at school on a lift bus. The bus assistant helps him exit the bus safely. He drives his electric wheelchair and enters the school with the other students. He is greeted at the cafeteria by Sally, a paraprofessional, who assists him go through the breakfast line and sit at a table with his friends. Sally then walks around the cafeteria to monitor all the students. When Dan is finished with breakfast, his friends help him clean-up. Dan meets Sally nearby at his locker, where she helps him get his materials organized for his morning classes. Dan enters his fifth grade classroom by himself while Sally goes to check on a student in another class.

8:55 a.m. — Opening Activity

Dan's teacher has arranged her room with wide aisles so he can move throughout the class independently. He knows that his teacher begins every day with all the students writing in their journals, so he takes his journal out of his desk. Writing sentences is very difficult for Dan, so he begins by writing two sentences using the word processor. After that, Dan tells the rest of his story to a friend who writes his ideas in the journal for him. Dan's teacher walks around the room checking all of the students' journals. She notices that Dan doesn't have many details in his story, so she asks him some questions and quickly jots down his new ideas in his journal.

9:20 a.m. — Language Arts

Language Arts is co-taught by Dan's classroom teacher and the special education teacher, Mr. Jones. In the first part of class, all students participate in a whole class discussion and vocabulary game. This week the topic is the rainforest. Both teachers lead the discussion. Afterwards, the class breaks into three small groups. Mr. Jones leads a small group with Dan and two classmates. Today they are reading aloud and discussing a book about the rainforest that is appropriate for their reading level. Afterwards, Dan does his independent work. Sally uses this period to leave the classroom to enlarge the written material that Dan will need next week in his classes.

10:50 a.m. — Math

Three days a week, Mr. Jones stays in Dan's classroom to co-teach Math with the classroom teacher. Two days a week, Sally follows through with the math lesson that Mr. Jones has planned. Depending on the topic and skill being taught, the teachers decide how to best group the students for each lesson. Sally stays in the classroom to learn how she should review Dan's math with him and how to support the other students with special needs in the class. When these students are doing their work, Sally moves around the classroom assisting other students. Today, Dan is working in a small group. He is working on addition with regrouping; other group members are doing two step problems that use addition. Sally stays with the group to learn how she should review Dan's math with him and to help keep students' attention focused on the lesson.

What Does Inclusive Education Look Like?

Dan's Day — Elementary (Continued)

11:45 — Physical Education

Dan goes to Gym with the class. Sally follows the lead of the teacher and adapts the activities for him based on guidelines she has received from the adaptive physical education teacher. Once a week, the physical therapist is in the gym class teaching Sally how to include flexibility exercises into this week's activities. Before and after class, Dan practices safely driving his wheelchair in crowded areas by staying along the wall on the right side of the hall.

12:30 — Lunch/Recess

Dan meets Jose, a friend, at the cafeteria and they go through the cafeteria line together. Dan tells Jose his lunch choices. Jose puts them on Dan's tray and carries them to the table for him. Sally meets Dan at the table to help him set up for lunch, then she takes her own lunch break. After lunch, David, another paraprofessional, meets Dan to go to the playground. While David watches all the students, he specifically makes sure that Dan is safe and that he is using good judgment about his speed, driving near curbs, and staying on level surfaces. If Dan is having a difficult time connecting with friends, he organizes a playground game that Dan and his classmates would all enjoy.

1:10 — Break

After recess, Dan and Sally travel to the accessible bathroom. Dan needs assistance to transfer to and from his wheelchair and to manage his clothing. Afterwards, they travel to the nurse so Dan can get his daily medication.

1:40 — Science

Traveling to and from the science lab, Dan practices keeping pace with his class and safely steering his wheelchair along the right side of the hallway. In class, Dan participates in a hands-on science unit about pollution. Sally physically assists Dan as he works with his partner during the lab session. His partner records the findings which they both turn in at the end of the class.

2:30 — Independent Study

During independent study, Dan practices transferring out of his wheelchair onto a mat. While he stretches out, Sally reviews two-digit addition with Dan. Two other classmates join them to practice their math.

3:15 — Dismissal

Dan begins to organize his belongings to go home. His teacher briefly meets with him to check his assignment notebook to make sure he has not forgotten anything. He leaves his class 10 minutes early to get to the bus on time. Sally walks with him to make sure he arrives safely.

New Learning: The Inclusive Education Myths & Truths Game

Directions: For each of the following statements, write "M" for MYTH or "T" for TRUTH.

1. ______ Inclusive education is about creating school communities in which all children are welcomed, accepted, and successful.

2. ______ There is a specific "recipe" for making inclusive education work — one way works for all students, all grades, and all schools.

3. ______ In general education classrooms, the only learning objective for all students is the core curriculum (reading, writing, math, etc.).

4. ______ Inclusive education means that students with disabilities spend 100% of their instructional time in general education classrooms and can never receive instruction elsewhere.

5. ______ High expectations and quality instruction are key factors in learning for all students.

6. ______ The opportunity to socialize with others is the only reason for students with disabilities to be included in general education classes.

7. ______ The people who usually experience the greatest concern about inclusive education are the classmates of the student with a disability.

8. ______ Having an extra adult in the classroom always promotes participation by students with disabilities.

Adapted with permission from: York-Barr, J., Kronberg, R., & Doyle, M. B. (1996). *Creating inclusive school communities: Module 1: A shared agenda for general and special educators.* (Forms 24A–24B). Baltimore: Paul H. Brookes.

Unit Summary: What is Inclusive Education?

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- They feel welcomed and part of the school community.
- There are specific, individualized learning objectives and when what is taught is meaningful to them.
- They are working towards greater participation and independence in the skills they are learning.
- They are interacting with their classmates.

What does this mean for your role as a paraprofessional?

To support student learning —

- Believe in students' abilities to learn and become more independent.
- Have high expectations for students.
- Follow through on the educational programs developed by special education and classroom teachers.
- Help students access and be active participants in different environments across the school day.
- Assure that each student's learning objectives are implemented across the whole school day.
- Model respectful and enjoyable interactions with other students and adults.

Follow-up Activity: IEP-at-a-Glance

- Choose one student.
- Review selected parts of the student's IEP and/or interview team members to identify the key points of that student's individual educational plan. List them below.
- After you complete this follow-up activity, share your findings with the student's special education teacher.

Student: ______________________ **Date:** __________ **Grade:** __________

IEP Objectives

Instructional Strategies / Adaptations

Management Needs

Format based on: Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 114). Alexandria, VA: Association for Supervision and Curriculum Development.

Appendix

Dan's Day — Secondary

If a secondary example is more applicable for this paraprofessional development session, remove *Dan's Day — Elementary* (Handouts 5–11) and substitute *Dan's Day — Secondary* (Handouts 15–21).

New Learning: What Does Inclusive Education Look Like?

Dan's Day — Secondary

It is one thing to read about what inclusive education is and another thing to visualize how all the pieces fit together to create a cohesive program. *Dan's Day — Secondary* tells the story of a tenth grade student, Dan, who has a disability and who is a member of an inclusive school. The example is designed to help you understand how an inclusive education program can look at the secondary level. Understanding how to support Dan effectively so that he gains the knowledge and skills to be more independent, requires knowing who he is, what he likes, how he learns best, and how his educational program is organized. The new learning section of this unit includes four parts described below —

1. ***Getting to Know Dan*** (Handouts 16–17)
   This page gives a "snapshot" picture of Dan by sharing important information, such as his likes, dislikes, friends, how he communicates, and relevant physical, health, and behavioral information. Just as important, it describes instructional strategies that work best for Dan and those that have not worked well in the past.
2. ***IEP-at-a-Glance*** (Handout 18)
   The *IEP-at-a-Glance* briefly summarizes Dan's individual learning objectives, the strategies and adaptations needed to support his learning, and what activities he needs assistance with during the school day.
3. ***Learning Objectives Matrix: What to Teach and When?***
   (Handout 19)
   The *Learning Objectives Matrix* quickly identifies the activities or classes during the school day in which each of Dan's individual learning objectives are priorities for instruction. This does not mean that these learning objectives cannot be taught at other times, it simply identifies when each objective is focused on during the day.
4. ***Dan's Day — Secondary*** (Handouts 20–21)
   Dan's Day — Secondary tells the story of Dan's typical school day and how his individual learning objectives are embedded across the school day.

Getting to Know Dan

Student: Dan **Date:** September **Grade:** 10

1. **What do you enjoy about Dan?**

   Dan is a great guy who enjoys other people. He is well known by his classmates and has a close group of friends that he sees throughout the day. He is interested in many things and likes to talk about his interests. He shares his opinions in class discussions.

2. **What are some of Dan's gifts, can-do behaviors, areas of progress, strengths, and interests?**

   Dan is always eager to try new activities. When he is having difficulty, he will ask a classmate or his teacher for help. He is very interested in sports, computers, and acting. This fall, Dan joined the Theatre Club and has a part in the fall production. In the winter, he plans to be on an adapted floor hockey team. Dan moves independently between classes on the same floor. He has just begun using the elevator independently this year.

3. **What specific teaching strategies and learning style needs stand out for Dan?**

   Dan learns from being directly involved in all classes and prefers hands-on electives. While he frequently needs his assignments shortened or adapted, he is able to participate in all class activities. Periodically, he needs reminders to stay focused on the discussion topic. All written work must be enlarged because of his vision. Dan is able to use a word processor for short assignments, but his speed is quite slow. For longer assignments, he dictates his ideas to a classmate or a paraprofessional who writes them for him. He is learning to use voice-activated software for longer assignments, and how to advocate for himself. Every semester, Dan writes a letter to introduce himself to his teachers, tell them about his disability, and describe the adaptations that help him learn.

4. **What strategies have not worked in the past?**

   Dan continues to need assistance with organization. He also does not respond well to criticism and can get angry. When you need to tell him to do something in a different way, do it at a private time when his friends are not around, make sure to point out what he did well and then explain what he needs to do differently, and why.

5. **Who are some of the Dan's friends? When are they together during the school day?**

   Dan is well known by his classmates. It is quite common to see one or two students accompany him between classes or help him at his locker. He usually meets Jose, Karen, and Eric in the cafeteria for lunch.

6. **How does Dan communicate with others?**

   Dan speaks for himself. When he gets excited, his whole body tightens up affecting his speech. In these cases, remind him to relax and then repeat what he was saying. When you ask him a question, make sure to give him time to answer because he processes information slowly and sometimes requires extra time to construct his responses.

7. **Does Dan have any challenging behaviors? What strategies have been successful?** When Dan gets frustrated, he will swear or abruptly drive off in his wheelchair. He is learning how to talk about his frustrations. When you notice him becoming frustrated, talk to him about what is happening and help him figure out how he might deal with it. When Dan is overly excited, he can be impulsive and not drive his wheelchair carefully. Take him aside and remind him to slow down so he does not hurt himself or others.

8. **Please list relevant physical or health information (e.g., medications, vision, hearing, motor abilities, chronic health problems).** Dan has cerebral palsy. He has difficulty coordinating his arms and legs. During transfers, he is able to support his own body weight on his legs, but needs moderate assistance to come to standing and for balance. His hearing is fine. He has a vision impairment and wears glasses. He has a seizure disorder that is well controlled by his medication. He rarely, if ever, has a seizure at school. If he does, be sure to protect his head. When the seizure is over, take Dan to the nurse to rest.

Format adapted with permission: York-Barr, J., Doyle, M.B., & Kronberg, R. (1996). *Creating inclusive school communities: Module 3a: Curriculum as everything students learn in school: Planning for transitions.* (Form 16). Baltimore: Paul H. Brookes.

IEP-at-a-Glance

Student: Dan **Date:** September **Grade:** 10

IEP Objectives

- Refer to and use his student planner independently.
- Remain on topic during class discussions.
- Read with comprehension at the sixth grade level.
- Write a one to two paragraph essay with ideas well organized, and with sentences well constructed and correctly punctuated.
- Apply basic multiplication and division skills to word problems.
- Make purchases in the cafeteria and community without assistance.
- Use good judgement about his and others' safety when moving throughout the school and community in his electric wheelchair.
- Describe and advocate for his needs in his classes.
- Use accessible public transportation from school to shopping center with minimal support.

Instructional Strategies/Adaptations

- Enlarging of all written material.
- Accessing and using word predictor software when doing word processing.
- Dictating longer written assignments to a peer or an adult.
- Using voice activated software for longer assignments.
- Providing books on tape for use at home.
- Allowing a "wait period" to organize his thoughts after he is asked a question.
- Helping Dan talk out problems or concerns to reduce frustrations.
- For long assignments or projects, breaking the work into parts and selecting the most pertinent items.
- Accommodating standardized testing formats: short segment testing, extended time, alternate setting, reader for math, scribe to write down answers, enlarged print.
- Extending passing time between classes.

Management Needs

- Assistance with flexibility exercises and wheelchair transfers.
- Assistance manipulating clothing in the bathroom.
- Medication administered daily by the school nurse.
- Assistance in the cafeteria line, as needed.
- Adapted evacuation plan.

Format based on: Udvari-Solner, A. (19[illegible]). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 114). Alexandria, VA: Association for Supervision and Curriculum Development.

Learning Objectives Matrix: What to Teach and When?

Student Dan **Grade** 10 **Date** September

IEP Objectives	**General Education Class Schedule**									
	Arrival	English	World Studies	Home-room	Support Class	Lunch/ Break	Math	PhyEd	Biology	Dis-missal
Refer to and use student organizer independently.	X	X	X	X	X		X		X	X
Remain on topic during class discussions.		X	X	X	X		X	X	X	
Read with comprehension at the sixth grade level.		X	X		X				X	
Write a one to two paragraph essay with ideas well organized and sentences well constructed.		X	X		X				X	
Apply basic multiplication and division in word problems.					X		X			
Make purchases in the cafeteria and community without assistance.	X				X	X				
Use good judgement when moving throughout the school and community.	X	X	X	X	X	X	X	X	X	X
Advocate for his needs in classes.	X	X	X	X	X	X	X	X	X	X
Use accessible public transportation from school to shopping center with minimal support.					X					

Format based on: Udvari-Solner, A. (1995). A process for adapting curriculum. In R. Villa and J. Thousand (Eds.), *Creating an inclusive school* (p. 115). Alexandria, VA: Association for Supervision and Curriculum Development.

What Does Inclusive Education Look Like?

Dan's Day — Secondary

8:10 a.m. — Arrival

Dan arrives at school on a lift bus and a bus assistant helps him exit the bus. He drives his electric wheelchair into school with the other students. In the cafeteria, he is met by Steve, a paraprofessional, who assists him to get his breakfast. Dan sits with his friends while Steve leaves to assist other students. When Dan is finished, his friends help him clean-up and together they go to their lockers. Dan's locker is near the elevator for easy access. A friend helps Dan hang up his coat and get his books for his morning classes. Steve is nearby assisting another student, but doesn't help Dan unless he is requested. Dan travels to his first hour independently.

8:40 a.m. — English

Dan enters his English class and sits with a small group of students. Steve is present at the beginning of class to help Dan get his materials organized. Steve then leaves for the remainder of English. The class has a reading emphasis. They are reading the play, *A Midsummer Night's Dream*. Dan reads an abbreviated, large print version of the play. He also has audio-tapes of the book to listen to at home. Dan participates in the small, cooperative discussion groups. A classmate takes notes on carbonless paper and gives Dan a copy. Dan leaves class five minutes early to travel independently to his next class while the hallways are less crowded.

9:35 a.m. — World Studies

Dan's second hour class is World Studies and is co-taught by the social studies teacher and the special education teacher, Mrs. Winters. At the beginning of class, Mrs. Winters talks to each student about their population map assignment. Dan's map is enlarged and the assignment has been adapted to focus on the main learning concepts. The social studies teacher lectures on the effect of disease on populations. The class then divides into two groups. Each teacher leads a small discussion group.

10:30 a.m. — Homeroom

Students remain in their second hour class for homeroom. The teacher takes attendance, shares important announcements, and speaks to the class about the upcoming Homecoming Week events. Afterwards, the students have a few minutes to talk with friends. Dan talks to Eric about his part in the Theatre Club's play and the eight lines he needs to memorize.

10:45 — Support Class

Dan leaves homeroom early to travel to Support Class. Support Class is taught by Mrs. Winters with Steve, the paraprofessional, assisting. In Support Class, students learn strategies they can use to be successful in general education classes, such as being organized and communicating instructional needs. Students enrolled in the same core classes form study groups around upcoming assignments or tests. Mrs. Winters asks Dan about the strategy he will use to organize his population map. Later Dan practices writing using the voice activated software. On Friday, Dan will use public accessible transportation to go on a community outing to the public library with Mrs. Winters and a classmate.

What Does Inclusive Education Look Like?

Dan's Day — Secondary (Continued)

11:35 — Lunch/Break

Dan has extended lunch. He leaves five minutes early from Support Class and arrives to Math five minutes late. Steve meets Dan at the cafeteria to assist him in getting his lunch. Dan eats with three of his friends. Because his friends must rush to get to their next class on time, Steve helps Dan clean-up. After lunch, they travel to the nurse's office. Steve assists Dan to use the accessible bathroom. Dan then asks the nurse for his medication. Next, Dan and Steve stop at Dan's locker to get books for his afternoon classes. Dan uses the elevator to travel to Math independently.

12:15 — Math

Math focuses on learning and applying basic math principles. The class has fewer students and a paraprofessional assists. Because the teacher frequently uses an overhead projector to illustrate problems, Dan sits up front so he can see the problems on the screen. The paraprofessional assists Dan with writing the problems in his notebook. Dan places a Post-it™ note in his book to mark the page his class is working on. This makes it easier for him to find his place in the book, and for Mrs. Winters and his parents to review what he is studying.

1:10 — Physical Education

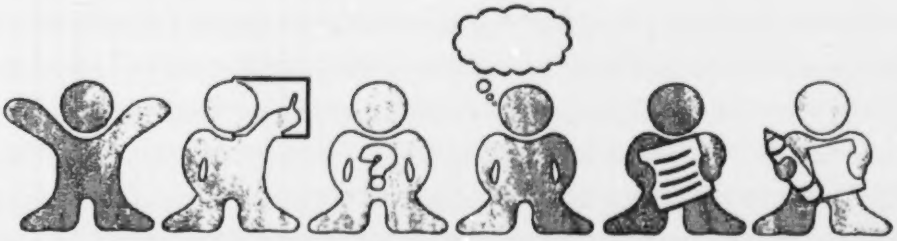
Dan attends one semester of physical education and one semester of health. This semester he is in an adapted physical education class. Once a week, the physical therapist joins the class to review with the paraprofessionals Dan's flexibility exercises, to observe his transfers to and from his wheelchair, and to offer program suggestions.

2:05 — Biology

Biology is co-taught by the science teacher and a special education teacher, Mr. Summers. The class is studying one cell organisms. The teachers have developed a graphic organizer about one cell organisms to help Dan understand the important concepts in the unit. Steve physically assists Dan during the lab sessions.

3:00 — Dismissal

Dan meets Steve at his locker. Steve prompts Dan as he uses his student organizer to decide what books he needs for homework. He then assists Dan to organize his belongings. A friend meets Dan at the locker and they go together to Theatre Club, an after-school activity.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 2: What to Teach? Learning Opportunities for Students

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

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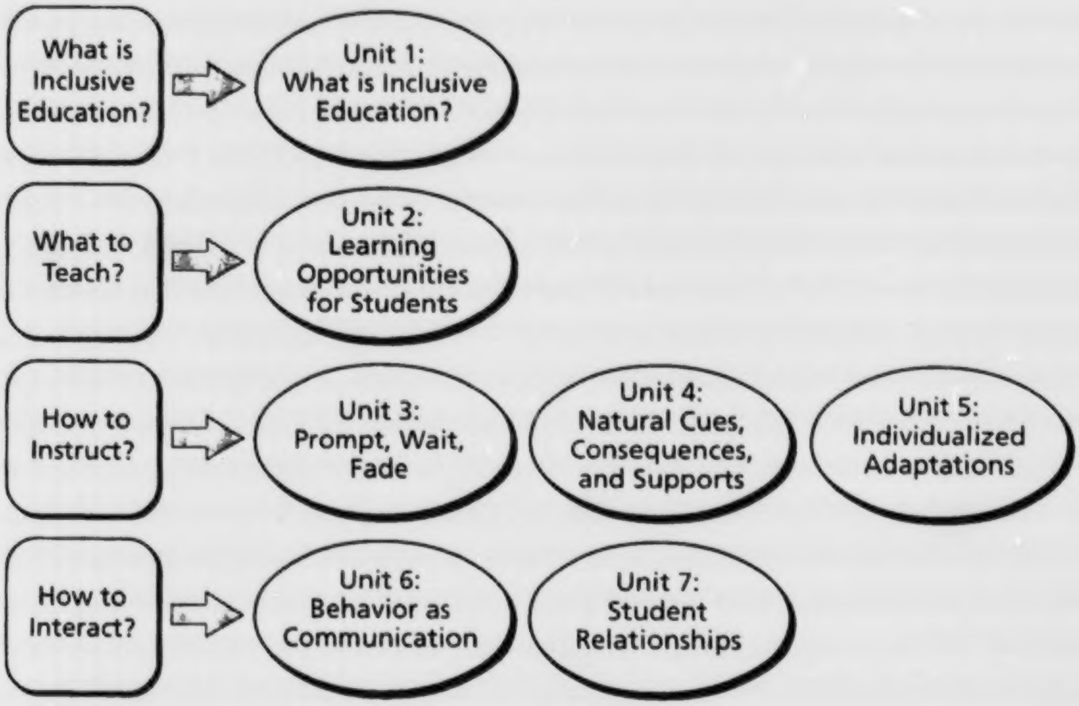
Curriculum Overview

Welcome to the *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development*. To provide effective education for students with disabilities in inclusive schools, we must understand not only what students need to learn, but also how to instruct and support students across a wide range of activities and environments. This paraprofessional development curriculum was developed to meet this need. The desired outcomes for paraprofessionals who participate in this curriculum are that they —

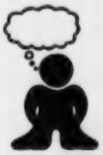
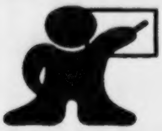
- Understand their roles and responsibilities in providing instructional support for students with disabilities;
- Develop knowledge and skills that directly relates to their work supporting students;
- Appropriately use the knowledge and skills in inclusive environments; and
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.


What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Unit Sections

There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	Welcome and Overview	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	Why is This Important?	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	Unit Summary	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	Follow-up Activity	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About Participating in Daily Routines

Jot your thoughts in response to these questions.

Think about your daily or weekly routines. For example, making coffee in the morning, getting to work on time, going grocery shopping, or reading a story to your kids.

What are some of your daily or weekly routines?

To participate in these routines, what kinds of skills do you use?

What skills do you need to get different places? For example, walking, driving your car, or using the city buses.

What types of reading and math skills do you use? For example, telling time, making change, or reading a newspaper.

What types of communication skills do you use? For example, talking on the telephone, listening to others, asking for directions, or leaving notes.

Why is This Important?

- We can think about our lives as a series of routines and activities that we engage in at home, work, and in our communities.

- Our daily routines require using many different skills. We use many of the *same skills* in a variety of routines and activities. For example, we communicate and use our motor skills in most daily routines and activities.

- Because we use many of the same skills throughout the day, we have lots of opportunities to practice and improve these skills.

- When we think about students with disabilities, it is important to recognize that they have many opportunities to use and practice their skills throughout a school day. When we recognize typical daily routines and activities as having valuable learning opportunities, we can take advantage of these naturally occurring "teachable moments."

- Students with disabilities need to be taught new skills and to practice using these skills during everyday routines and activities. This increases their functional use of skills and also their participation and independence in a variety of environments.

New Learning: What to Teach? Learning Opportunities for Students

To be more independent, students need to learn how to actively participate throughout their daily routines and activities. To do this, we teach both the skills and knowledge and support their use in real school and life situations. We can think about what to teach by dividing the skills and knowledge into three instructional domains —

Participating in Routines and Transitions

Engaging in Academic and Functional Activities

Interacting with Others

The new learning section in this unit has three parts described below —

1. ***Learning in Inclusive Environments: What is Important to Teach Students?*** (Handout 6)

   When we look across the school day, it is important to understand the three instructional domains (Participating in Routines and Transitions; Engaging in Academic and Functional Activities; and Interacting with Others) and what learning opportunities are included under each domain. Each domain is described along with how it applies to the school day.

2. ***What Might This Look Like?*** (Handout 7)

   Not only is it essential to understand why each instructional domain is important, but to recognize how we can teach students to participate in these routines. Each student has individual education needs. Some students have specific learning objectives related to all three domains. Other students have priority needs primarily in one or two domains. It is important to work with teachers to identify what are the priority areas for each student.

3. ***The Principle of Partial Participation*** (Handout 8)

   Some activities and routines are very complex and require a high level of skill. All students will not be able to participate in every aspect of an activity. Yet, students can learn even when they are able to only partially participate. By breaking down activities into component parts, teams can identify where and how students can actively participate.

Learning in Inclusive Environments: What is Important to Teach Students?

Participating in Routines and Transitions

In general education classrooms and throughout the school, there are common routines that all students follow. For example, gathering materials to begin a task, using materials appropriately, or following classroom rules. In addition, all students need to transition (move) between activities in a classroom and between places in the school. For example, moving in the cafeteria line, finding their way around the school or the community, or using the elevator. By increasing participation and independence during common routines and transitions, students are establishing useful skills that are necessary now, and useful for different situations in the future.

Engaging in Academic and Functional Activities

Academic activities and objectives primarily focus on student instruction in language arts (reading, writing, listening and communicating), math, and other subjects. Functional activities and objectives focus on life skills that students need to "go out and function" in school, at home, and in the community. Examples include using a microwave to cook a meal, taking care of personal hygiene, playing a video game, browsing through a magazine during leisure time, using money, and following a schedule. Some students primarily have academic objectives, some have functional objectives, many have both. The best time to learn functional skills is when they are required throughout the day. For instance, a student would practice dressing skills in the locker room or determine the correct amount of money to make a purchase in the cafeteria or during a school field trip.

Interacting With Others

Learning how to appropriately interact (communicate) with classmates and adults is crucial for students who have disabilities. Students need to learn how to request assistance, share their ideas, answer questions, and simply be able to join in a conversation. It is through interactions with classmates that students develop an understanding of what is appropriate or required in various situations and how to "fit in." It is how students develop friendships which is a basic need in all of our lives. It is also through interactions with others in daily routines and activities that students have opportunities to make choices. Communication is an essential skill development focus throughout the school day. How we interact and communicate varies. For example, a student may point to a picture on a communication board to choose an activity, make eye contact when entering a classroom to acknowledge friends, or actively participate in a small group activity by stating an opinion.

Format based on: Rainforth, B. & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services.* Baltimore: Paul H. Brookes.

What Might This Look Like?

- Read the items listed below under each domain.
- Next to each item, jot down the names of students who are learning these skills or whom the skills might be good priorities for instruction.

Participating in School/Classroom Routines and Transitions

- Follows schedules. ______
- Keeps up with tempo. ______
- Follows rules and community expectations. ______
- Enters classroom on time. ______
- Finds appropriate seat. ______
- Prepares for task; begins task; stays on task; ends task appropriately. ______
- Uses age appropriate school materials safely and for intended purposes. ______
- Transitions in response to natural cues (ex. classmates lining up). ______

Engaging in Academic and Functional Activities

- Works on academic skills identified in IEP. ______
- Works on functional skills identified in IEP in appropriate settings. ______
- Participates in general education activities and curriculum to the fullest extent possible. ______
- Works effectively in varied instructional situations. ______
- Initiates and follows through with assigned tasks. ______
- Uses problem solving skills to handle new situations. ______
- Evaluates quality of own work. ______

Interacting with Others

With adults and peers —

- Has or uses an appropriate means of communication. ______
- Greets others. ______
- Initiates and responds. ______
- Follows directions. ______
- Works with a partner or small group. ______
- Shows preferences and makes choices. ______
- Requests and accepts assistance. ______
- Behaves age appropriately. ______

Adapted from: York-Barr, J., Doyle, M.B., & Kronberg, R. (1996). *Creating inclusive school communities: Module 3b: Curriculum as everything students learn in school: Individualizing learning outcomes. (Forms 12A–12B).* Baltimore: Paul H. Brookes.

The Principle of Partial Participation

Have you ever gone to a sports event where you did not know the rules, all of the players' positions, or what the referee's signals meant? Did you enjoy the game, ask questions to your friends, and learn something that was useful for the next time you went to a game?

Have you ever taken a taxi where you did not know exactly where you were going, where to turn, or any landmarks? All you knew was an address. Did you pay attention and look at the parks, buildings, and street names to become familiar with the route?

What you were experiencing was partial participation. You benefited from being present, participating in part of the activity and learning from others. You learned new information and became familiar with the experience even though you did not understand everything that was happening. The more times you participate in these ways, the more you will understand, and be able to apply the next time you are in a similar situation.

All students can participate at least partially in a wide variety of school and community activities.

What Might Partial Participation for Students with Disabilities Look Like?

- During paired reading, one student reads a book aloud while the other points to the pictures.
- During Physical Education class, one student hits the ball while another student travels the bases using a wheelchair.
- During lunch, one student points to the picture of the type of food he wants and a friend places it on the tray for her.
- During a class presentation, one student activates a pre-recorded message on a tape recorder to introduce the project while another student reads their group's report.
- During a group activity, classmates plan a project poster and create stencils for the student with disabilities to color.

The concept of partial participation was originally described by Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Messina, R. Schroeder, J. (1982). The principle of partial participation and individualized adaptations in educational programs for severely handicapped students. *Journal of the Association for the Severely Handicapped, 7*(2), 17-27.

Unit Summary: What to Teach? Learning Opportunities for Students

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- Their individual learning objectives are taught at natural times during the school day.
- They have lots of opportunities to practice skills they are learning across the school day.
- They can watch their classmates model what is expected.
- They are actively involved, even partially, in classroom and school routines throughout their school day.
- They are communicating, making choices, and solving problems throughout their school day.

What does this mean for your role as a paraprofessional?

To support student learning —

- Expect students to be involved in activities and support their participation.
- Instruct students so they learn to do things for themselves instead of adults or other students always doing things for them.
- Recognize and provide lots of opportunities to make choices.
- Support students to think and problem solve new situations.
- Assist students to interact with their classmates so they can establish relationships with other students and are not supported by adults all day.

Follow-up Activity: Learning in Inclusive Environments Observation Checklist

Student ____________________ Date ____________ Class/Activity ______________

- Observe one student in one general education class.
- Check what you see happening.
- Jot down notes about strengths, ideas, or questions you have.
- Share your findings with the special education teacher.

Yes — Observed this happening
No — Did not observe this happening
??? — Not sure if it is happening or not

Strengths? Ideas? Questions?

Participating in School/Classroom Routines and Transitions

Yes	No	???	
☐	☐	☐	Follows schedules
☐	☐	☐	Keeps up with tempo
☐	☐	☐	Follows rules and community expectations
☐	☐	☐	Enters classroom on time
☐	☐	☐	Finds appropriate seat
☐	☐	☐	Prepares for task; begins task; stays on task; ends task
☐	☐	☐	Uses age-appropriate school materials safely and for intended purposes
☐	☐	☐	Transitions in response to natural cues (ex. classmates lining up)

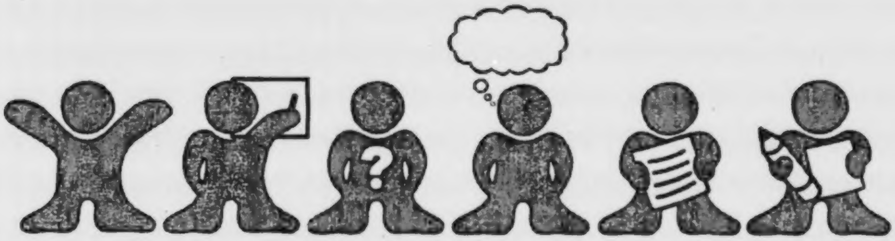
Engaging in Academic and Functional Activities

Yes	No	???	
☐	☐	☐	Works on academic skills identified in IEP
☐	☐	☐	Works on functional skills identified in IEP in appropriate settings
☐	☐	☐	Participates in general education activities and curriculum to the fullest extent possible
☐	☐	☐	Works effectively in varied instructional situations
☐	☐	☐	Initiates and follows through with assigned tasks
☐	☐	☐	Uses problem-solving skills to handle new situations
☐	☐	☐	Evaluates quality of own work

Interacting with Others

With Peers				With Adults		
Yes	No	???		Yes	No	???
☐	☐	☐	Has/uses an appropriate means of communication	☐	☐	☐
☐	☐	☐	Greets others	☐	☐	☐
☐	☐	☐	Initiates and responds	☐	☐	☐
☐	☐	☐	Follows directions	☐	☐	☐
☐	☐	☐	Works with a partner or small group	☐	☐	☐
☐	☐	☐	Shows preferences and makes choices	☐	☐	☐
☐	☐	☐	Requests and accepts assistance	☐	☐	☐
☐	☐	☐	Behaves age-appropriately	☐	☐	☐

Adapted from: York-Barr, J., Doyle, M.B., & Kronberg, R. (1996). *Creating inclusive school communities (Module 3b)*. Baltimore: Paul H. Brookes.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 3:
How to Instruct? Prompt, Wait, Fade

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

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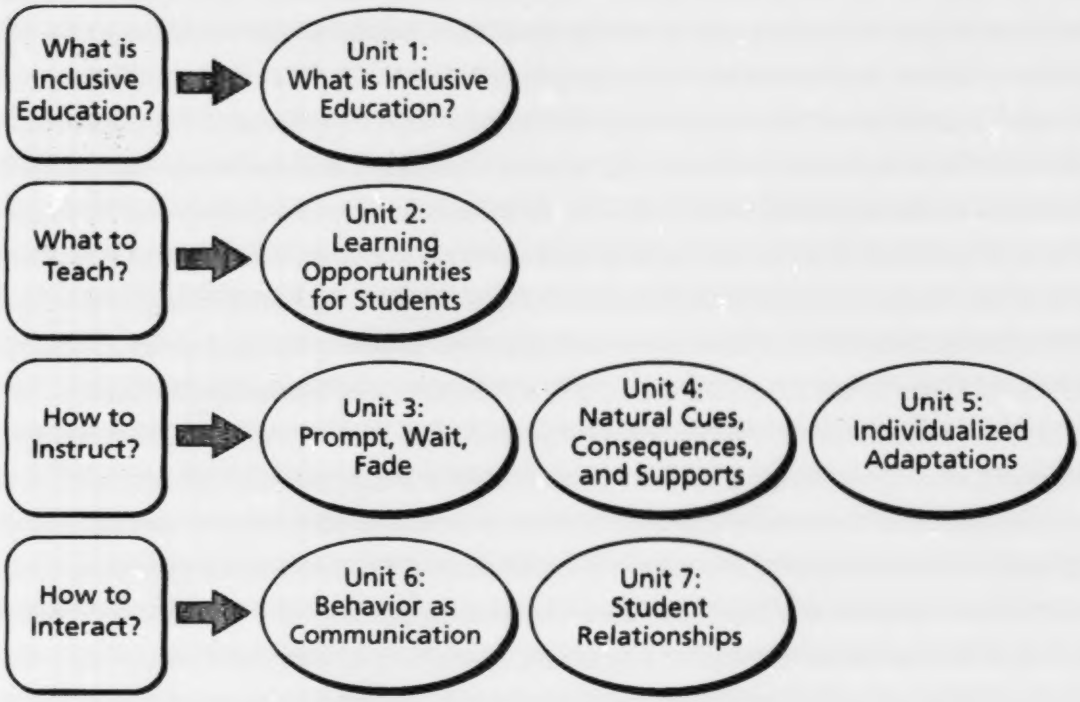
The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.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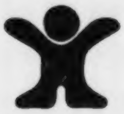
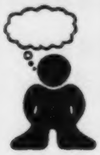
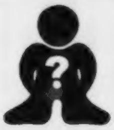
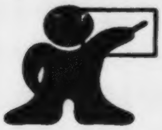
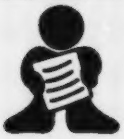
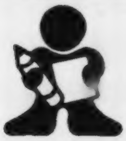
Unit 7: Student Relationships

Unit Sections

There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	**Welcome and Overview**	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	**Why is This Important?**	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	**Unit Summary**	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	**Follow-up Activity**	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About Learning a New Skill

Jot your thoughts in response to these questions.

Think back to when you were learning a new skill, like driving a car, playing a sport, or using a computer.

How did you learn what to do?

How long did it take you learn the skill?

What did it feel like to learn a new skill?

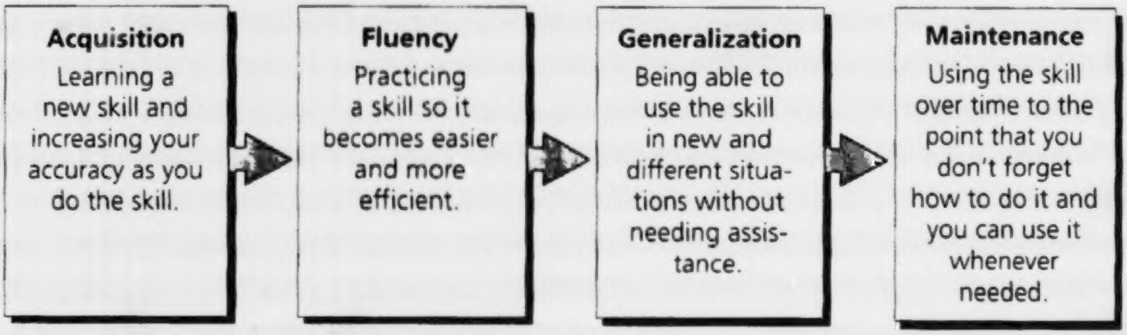
Where did you practice?

How many times did you practice?

What kind of help did you need early in your learning? Later?

Why is This Important?

- Learning a skill doesn't just happen. We usually need a reason to learn new skills. We frequently require some kind of assistance, and we always need lots of practice.
- We all go through similar stages when we are learning a new skill: acquisition, fluency, generalization, and maintenance. At each stage, we need different types and amounts of assistance. At first, we need instruction and a lot of assistance. As we become more skilled, we need and usually want less assistance. At first, we may choose to practice in a quiet place, but to become independent we must practice and use the skills in the real world.



Acquisition
Learning a new skill and increasing your accuracy as you do the skill.

Fluency
Practicing a skill so it becomes easier and more efficient.

Generalization
Being able to use the skill in new and different situations without needing assistance.

Maintenance
Using the skill over time to the point that you don't forget how to do it and you can use it whenever needed.

- Students with disabilities follow the same sequence when they are learning a new skill. It may take more time and they may need more practice, but the sequence is the same.
- We must plan to teach in ways that are appropriate for the particular stage of learning.

New Learning:
How to Instruct? Prompt, Wait, Fade

Students learn skills at different rates. How we provide instruction depends on what stage the student is at in learning that particular skill. We teach students new skills by using a combination of prompts, waits, and fades. When students are beginning to learn a new skill (acquisition), they need more assistance or prompting. As they become more proficient using these skills (fluency, maintenance), assistance changes and fades to promote greater independence. Three instructional strategies are presented in this unit —

Prompt

Wait

Fade

The new learning section for this unit has three parts described below —

1. ***How to Instruct? Prompts*** (Handouts 6 and 7)

   Prompts are the types of assistance that we give students to help them learn a new skill. It is important to learn the four types of prompts and use them appropriately for individual students.

2. ***How to Instruct? Wait and Fade*** (Handout 8)

   Assistance must be gradually reduced to help students become more fluent and independent with new skills. It is also important that students do not become dependent on adult prompts to do a skill. By incorporating wait time into our directions and by gradually fading prompts, we teach students to be more independent.

3. ***When Helping Becomes Hindering*** (Handout 9)

   Sometimes adults give too much assistance to students. We may think that we are helping the students, but we can actually be hindering their learning. We avoid these problems by using prompts, waits, and fades appropriately.

How to Instruct? Prompts

We use prompts to teach students new skills. There is no specific recipe for when to use each prompt. Depending on the stage of learning the student is at for each skill and on how individual students respond to different prompts, we determine the best way to teach each student. There are four types of prompts: verbal, modeling, gesturing, and physical. Sometimes these prompts are used in various combinations.

Type	Special Considerations	Examples
Verbal Prompt Speaking to a student to give directions or to help the student pay attention to something important.	Verbal prompts need to be specific, clearly stated, and match the complexity that the student can understand. We can give **direct** verbal prompts by telling a student what to do *or* we can give **indirect** verbal prompts by asking a question and letting the student figure out what to do. Moving from direct to indirect verbal prompts usually helps student become more independent. Vary the tone of your voice to communicate different meanings. For example, directions are usually given in a firm voice. Questions are usually asked more softly.	**Direct** • "Put your pencil down, then look at the board." • "Do not run in the halls. You can run later at recess." **Indirect** • "How could you figure that out?" • "Which books do you need to take out of your locker?" • "What does that bell mean?" • "Which way to the bus stop?"
Modeling Prompt Demonstrating a skill or doing a task to show the student what she or he should be doing.	Modeling only works when — • The student is watching what you are doing • What is being modeled is broken down into its parts	• Demonstrating how to place a plate on the cafeteria tray. • Demonstrating how to flush the toilet. • Demonstrating how to look in both directions before crossing a street. • Demonstrating how to unzip a back pack to put books inside. • Putting on your coat to indicate it is time to go outside. • Pausing student assistance when the teacher addresses the class to model how to listen for class directions.

Adapted with permission from Sigafoos, J., Mustonen, T., DePaepe, P., Reichle, J., & York, J. (1991). Defining the array of instructional prompts for teaching communication skills. In J. Reichle, J. York, & J. Sigagoos (Eds.), *Implementing augmentative and alternative communication strategies for learners with disabilities* (p. 176). Baltimore: Paul H. Brookes.

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How to Instruct? Prompts

Type	Special Considerations	Examples
Gesturing Prompt Using a physical movement, such as pointing, to communicate without speaking.	Gesturing only works when — • The student is watching what you are doing. • The gesture is clear and easily understood.	• Pointing towards the teacher or classmates to direct the student's attention. • Placing your finger over your lips to signal time to be quiet. • Tapping your watch with your finger to indicate time to change classes. • Pointing to the corner of the page to indicate when to turn the page. • Pointing to the schedule on the student's wheelchair tray to help him figure out which class is next.
Physical Prompt Physically assisting a student to participate in an activity.	The amount of physical assistance that a student needs can vary from minimal to a significant amount. It is important to match the amount of assistance given to a student with the amount of help the student *really* needs. Sometimes, too much assistance is provided.	• Tapping a student's shoulder to encourage her to raise her hand. • Holding a student's arm to offer assistance when stepping off a curb. • Giving hand-over-hand assistance to help a student scoop his food. • Steadying a student while transferring from his wheelchair to his desk chair. • Holding a student's coat open so she can put her arm in the sleeve.

Adapted with permission from Sigafoos, J., Mustonen, T., DePaepe, P., Reichle, J., & York, J. (1991). Defining the array of instructional prompts for teaching communication skills. In J. Reichle, J. York, & J. Sigagoos (Eds.), *Implementing augmentative and alternative communication strategies for learners with disabilities* (p. 176). Baltimore: Paul H. Brookes.

How to Instruct? Wait and Fade

Type	Special Considerations	Examples
Wait Pausing to give enough time for the student to figure out what to do and to respond before *any* assistance is given.	Waiting is appropriate when — • We know that the student can figure out what to do in that situation. • The student is watching other students to figure out what to do. • The student has been taught a new skill and we are gradually fading support.	• The classroom teacher tells everyone to put away their books and come sit on the carpet in the back of the room. The student is given 15 seconds to see if he will follow his classmates to the carpet before any additional prompts are given. • After asking a student a question, the adult pauses and waits for the student to answer before repeating the question. • Classmates are working in pairs. The student with a disability is given time raise her hand to answer a question before her partner decides to answer for both of them.
Fade Gradually reducing assistance by changing the type of prompt or how often the prompt is given.	Fading is appropriate when you are sure that the student has acquired the skill and is moving towards fluency and maintenance. Do not fade support before a student has been taught and has acquired the skill.	• When walking downstairs, a student needs physical assistance to hold onto the railing. After several weeks, the assistance can be faded to simply touching his elbow as a reminder to hold the railing. After several months, he just needs an occasional verbal reminder to use the railing. • To board the correct bus home, the student is given a note card with his bus number on it. Initially, the adult must stop at each bus, have the student look at the number on the bus and on his card, and ask "Is this your bus?" Several months later, the student is able to match the number on his card without the verbal prompt.

Adapted with permission from Sigafoos, J., Mustonen, T., DePaepe, P., Reichle, J., & York, J. (1991). Defining the array of instructional prompts for teaching communication skills. In J. Reichle, J. York, & J. Sigagoos (Eds.), *Implementing augmentative and alternative communication strategies for learners with disabilities* (p. 176). Baltimore: Paul H. Brookes.

When Helping Becomes Hindering

Students need to actively participate to learn a new skill. They cannot develop skills simply by watching or being totally assisted. Sometimes adults help students too much. They do the task for students, rather than teaching the necessary skills. They don't allow students enough time to actively participate or problem-solve new situations. They may think that they are helping, but sometimes the outcome is hindering student learning.

- Read the items below.
- Identify the type and amount of support being given to each student.
- Think about why this might be happening and how instruction might be improved.

Instructional Circumstances That Could be Problematic	**Why Might This be Happening? How Might Instruction be Improved?**
1. A student is repeatedly reminded to stand up and line up at the door without being given the time to figure out for herself what her classmates are doing and what she should be doing.	
2. A student becomes "hooked" on verbal prompts and waits for the paraprofessional to repeat the directions rather than listening to the classroom teacher.	
3. In an effort to have the student finish on time, an adult provides more assistance than is needed for the math problems.	
4. A student receives a lot of physical assistance to eat his lunch at school when he is able to feed himself at home with much less assistance.	
5. When changing classes, an adult always takes control of the student's electric wheelchair joystick rather than letting the student steer her own wheelchair.	
6. An adult sits next to the student during circle time even though the student can participate independently.	
7. While changing classes, the adult walks beside the student even though the student can go to her next class without assistance.	
9. An adult asks the teacher for clarification of instructions, rather than letting the student raise his hand and ask.	
10. In a small group, the adult responds for the student without including the student in the science lab discussion.	

Concept of helping or hindering was derived from: Giangreco, M., Edelman, S.W., Luiselli, T.E., & MacFarland, S.Z.C. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children, 64* (1), 7-18.

Unit Summary:
How to Instruct? Prompt, Wait, Fade

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- They are expected to actively participate.
- They are specifically taught how to do a skill.
- The type and amount of assistance students are given matches the stage of learning they are at for each skill.
- They do not become dependent on adults or classmates for all of their cues and support.

What does this mean for your role as a paraprofessional?

To support student learning —

- Remember that students learn at different rates and need different levels of support.
- Do not assume that just because a student can do a skill one time that she will be able to do that same skill every time after that. Learning is a process that requires practice and repetition.
- Provide individualized prompting strategies designed for each student.
- Instruct students in such a way that they learn to do things for themselves, instead of always doing things for them.
- Assist students to learn new skills and then gradually fade your assistance, as appropriate, so they become more independent.

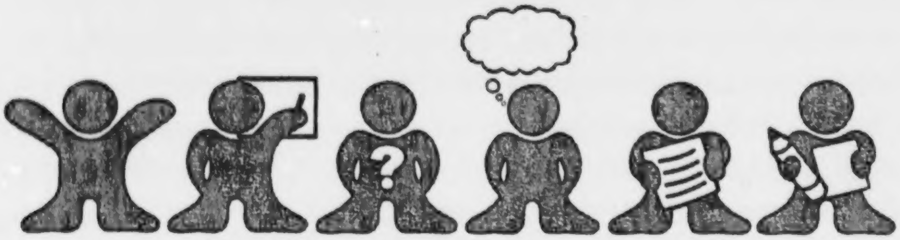
Follow-up Activity: Student Support: How Are You Providing Instruction?

- Choose one student.
- Identify three skills that student is currently learning.
- Use the questions in the second and third columns to reflect on the support being provided.

Student____ Date____________________

What skill is being taught? Where is it being taught?	**What type of assistance is being provided? How much assistance is being provided?**	**What is working? What is not working? Ideas? Questions?**

After you complete this follow-up activity, share your findings with the student's special education teacher.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 4:
How to Instruct? Natural Cues, Consequences, and Supports

By Gail Ghere, Jennifer York-Barr, and Jennifer Sommerness

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

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Why is This Important? .... Handout 4

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What are Natural Cues, Consequences, and Supports? .... Handout 6

Teaching Students to Use Natural Cues, Consequences, and Supports .... Handout 7

Unit Summary: How to Instruct? Natural Cues, Consequences, and Supports .... Handout 8

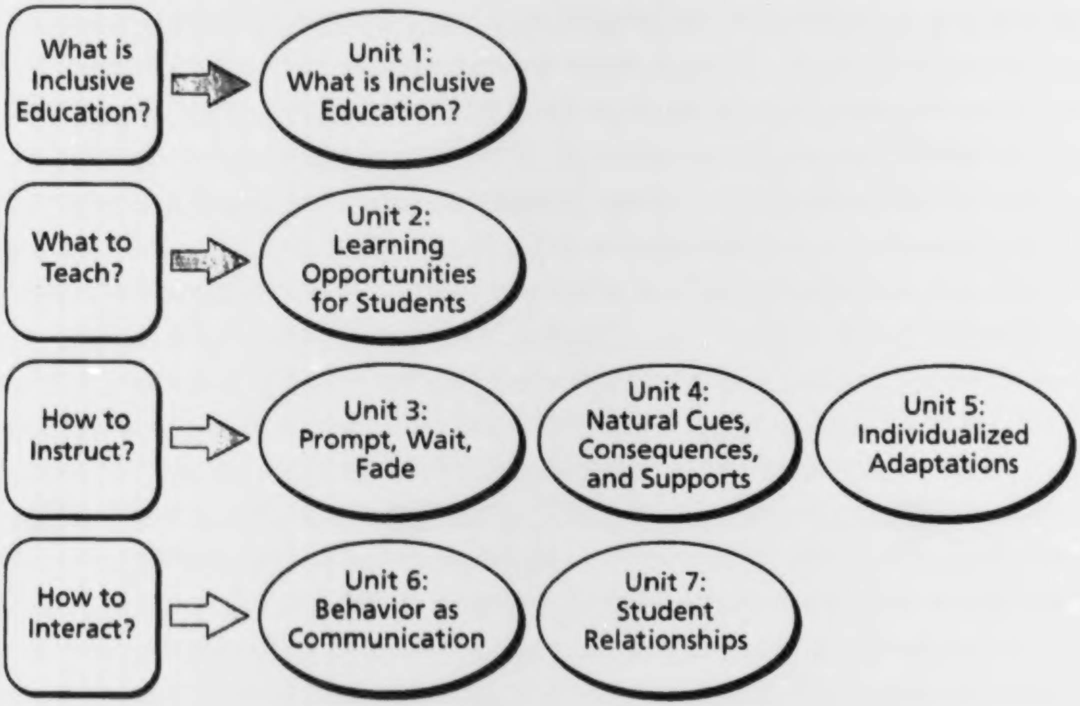
Follow-up Activity: Student Support: Natural Cues, Consequences, and Supports .... Handout 9

Curriculum Overview

Welcome to the *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development*. To provide effective education for students with disabilities in inclusive schools, we must understand not only what students need to learn, but also how to instruct and support students across a wide range of activities and environments. This paraprofessional development curriculum was developed to meet this need. The desired outcomes for paraprofessionals who participate in this curriculum are that they —

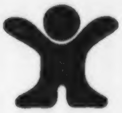
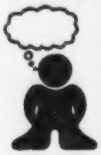
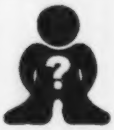
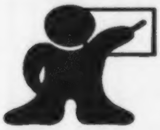
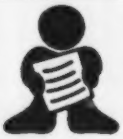
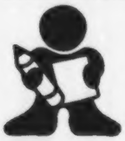
- Understand their roles and responsibilities in providing instructional support for students with disabilities;
- Develop knowledge and skills that directly relates to their work supporting students;
- Appropriately use the knowledge and skills in inclusive environments; and
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.


What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Unit Sections

There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	**Welcome and Overview**	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	**Why is This Important?**	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	**Unit Summary**	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	**Follow-up Activity**	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About Natural Cues in Your Environment

Jot your thoughts in response to these questions.

Think back to when you started working at this school. Taking a new job requires figuring out the rules and ways of doing things in your new work environment.

How did you learn what to do? How did you learn what not to do?

How did you learn where to go during your break time? Where to make copies? Where to park?

How did you learn who to go to for specific information or other needs?

How did you learn what was appropriate to wear to work?

How did you learn the routine for getting lunch? To check books out of the media center?

How did you learn each teacher's classroom routines and expectations?

Why is This Important?

- It is important to learn what is expected and how to do it in order "fit in" to a new environment and to participate effectively in activities and routines. When we enter a new situation, we take the time to learn how things are done. Some rules and ways of doing things are told to us. Other rules and ways of doing things we need to figure out for ourselves by watching, copying, and talking to our co-workers.
- The environments in which we live and work offer many cues and supports about what to do and how to behave. When we recognize and use the cues and supports, we become more independent. When we are unable to recognize and use cues and supports, we need assistance from others to figure out what to do and how to behave.
- There are always consequences to how we act. Consequences give us feedback about what we did correctly or incorrectly. Consequences also help us to know what we need to do differently next time. We learn to adjust our behaviors based on the consequences of our actions.
- Being observant and identifying key information in our environments is a skill we use throughout our entire life. It directly affects our successful participation in these environments.
- Recognizing and using natural cues, consequences, and supports is as critical for students with disabilities as it is for the rest of us. If they cannot figure out what is happening in their environment, they will not become more independent. Because it is sometimes more difficult for students with disabilities to recognize and use naturally occurring information throughout their day, we must teach them to notice and then use these supports.

New Learning: How to Instruct? Natural Cues, Consequences, and Supports

In order to become more independent, students must make sense of what is happening in their environments. We support students to become more independent by teaching them about —

Natural Cues

Natural Consequences

Natural Supports

Many times students with disabilities have difficulty both recognizing the cues and supports in their environments and figuring out what they mean. We must teach students to recognize the natural cues and supports in the environment; to use the natural cues and supports to figure out how to act and what to do; to correctly respond to these cues; and to understand the natural consequences from their actions. This means learning why things happened and how to adapt their behavior next time.

The new learning section of this unit has two parts described below —

1. ***What Are Natural Cues, Consequences, and Supports?*** (Handout 6)
   Natural cues, consequences and supports are present in our environments. It is important to understand what they are and how we can teach students to recognize and use them.

2. ***Teaching Students to Use Natural Cues, Consequences, and Supports*** (Handout 7)
   Often when students are learning what to do and how to behave in different environments, we begin by pointing out and then interpreting the cues in the environment for them. What does teaching a student to recognize and use natural cues and supports look like? How do we use prompts, waits, and fades to teach about natural cues, consequences, and supports?

What Are Natural Cues, Consequences, and Supports?

	Examples
Natural Cues • A natural cue is information that we learn from watching what is happening around us. These cues help us to figure out what we should do and how we should act especially in new situations. • Natural cues already exist in the environment. • Natural cues are available to everyone, not just the student who has a disability.	• The teacher tells all the students that it is time for music. • A student sees other students taking out their math books so he figures he must take out his math book. • There is a lunch line in the cafeteria which indicates that students must wait in line to get their food. • The crossing light says "walk", so people know it is probably safe to cross the street. • Students learn which side of the hallway to walk on by watching the other students. • In the science lab, a new student watches a classmate to learn the routine of sitting down, looking on the board for the assignment, then beginning work independently.
Natural Consequences • A natural consequence happens after an action to let us know if what we did was appropriate. • Natural consequences already exist in the environment. • Natural consequences are available to everyone, not just the student who has a disability.	• A student who places his paper into the correct bin gets a "job well done" comment from the teacher. He learns that is where he should turn in his paper. • A student who tries to move to the head of the lunch line has other students tell him to wait in line. He learns that even though he is hungry, he must wait to eat. • A student misses half of her recess because she refuses to put her materials away. She learns not to stall if she wants recess time. • A student studies his history and does well on the quiz. He learns that studying helps him do well in school.
Natural Supports • Natural supports are ways of getting assistance that are part of the ongoing routines in the classroom, school or community. • Natural supports already exist in the environment. • Natural supports are available to everyone, not just the student who as a disability.	• The classroom teacher helps the student focus on his math lesson. • A classmate shows a student how to do division using the calculator. • Two classmates study for a literature test together. • A group of classmates walk to the media center with their classmate who has a disability. • The school secretary assists a student who uses a wheelchair get to his room after he signs in tardy. • Co-workers at a community work site show a student how to use the vending machine.

Concepts originally presented in Falvey, M., Brown, L., Lyon, S., Baumgart, D., & Schroeder, J. (1980). Teaching strategies: Using cues and correction procedures. In W. Sailor, B. Wilcox, & L. Brown (Eds.) *Instructional design for the severely handicapped* (pp. 109-134). Baltimore: Paul H. Brookes.

Teaching Students to Use Natural Cues, Consequences, and Supports

- Read each of the examples and teaching sequences below.
- Identify and circle the natural cues.
- Identify and underline the prompts and wait time that the paraprofessional uses to teach the student to recognize the natural cues in the environment.
- Discuss the reflection questions.

Examples	Teaching Sequence
A student needs to walk with her class to the bathroom. At the classroom doorway, the student stops and seems unsure of what to do or where to go.	• At the classroom door, the paraprofessional asks, "Which way do you go?" She waits. Ten seconds later, she asks, "Which way did your classmates go?" The student turns to follow her classmates. • As they approach the bathroom, the paraprofessional points to the bathroom sign and says "Do you see the sign for the girls' bathroom?" • When they get to the door, the student enters the bathroom. The paraprofessional follows in afterwards to assist as needed. • When approaching the stalls, the paraprofessional asks, "Which one?" She points to the closed door and states "No". She points to an open stall door and says "Open".
A student is returning a library book. He needs to slide his book under the scanner to check it in and then put it on the book cart.	• The paraprofessional asks "Do you see the sign for returning books?" If needed, she points to the sign and reads "Book Return." • While pointing to the scanner, the paraprofessional says, "Watch Cara (a classmate). See how she checks her book in. Now you check your book in." • After the student scans his book, the paraprofessional waits five seconds to see if he will initiate placing his book on the book cart. After waiting, the paraprofessional points to the cart. The student places his book on the cart.

Reflection Questions

1. What were the natural cues in the environments?
2. How did the paraprofessionals teach the students to recognize the natural cues?
3. When did the paraprofessionals use more than one type of prompt? Why did they do this?

Unit Summary: How to Instruct? Natural Cues, Consequences, and Supports

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- They are able to figure out what to do in new situations and environments.
- They recognize and use the natural cues and supports in their environment.
- They learn from the natural consequences of their actions — positive and negative.
- By understanding and using natural cues, supports and consequences, they become more independent.

What does this mean for your role as a paraprofessional?

To support student learning —

- Instruct students so they learn to do things for themselves instead of you doing things for them.
- Use a variety of prompts to teach students to recognize the natural cues in their environments and to understand what they mean.
- Over-emphasize and point out natural cues when students are learning. Gradually fade support so they learn to be more independent.
- Allow students time to figure out what to do. Prompt them by asking questions. Do not always tell them what to do.
- Before stepping in to support a student, think about naturally occurring supports (classmates, for example) that might appropriately provide support.

Follow-Up Activity: Supporting Students: Natural Cues, Consequences, and Supports

- Identify one student during a general education activity or class.
- Use these questions to reflect on the support being given to the student.

Student ______________________________ **Date** ______________________________

Describe the activity. What is the student doing? What are the classmates doing?

Identify five natural cues, consequences, and supports in the environment.

1.

2.

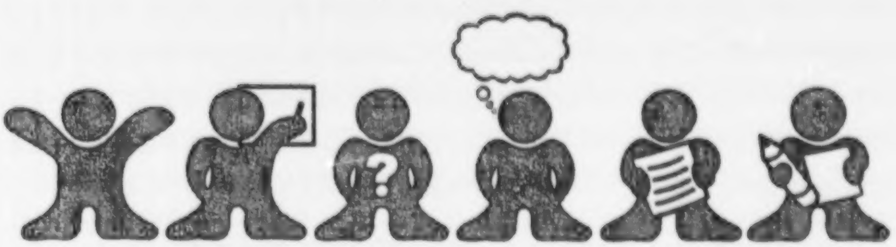
3.

4.

5.

Did the student recognize the cues, consequences, and supports? What prompts did you use or could you use to teach the student to recognize natural cues and supports? How did you use wait time?

After you complete this follow-up activity, share your findings with the student's special education teacher.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 5:
How to Instruct? Individualized Adaptations

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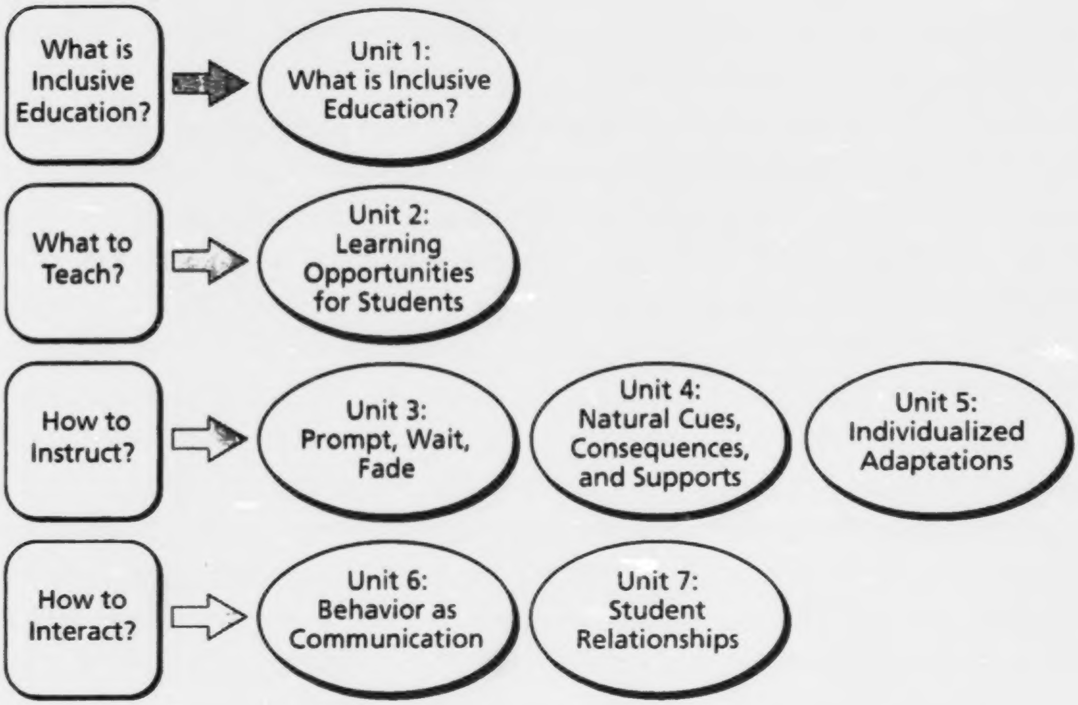
Curriculum Overview

Welcome to the *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development.* To provide effective education for students with disabilities in inclusive schools, we must understand not only what students need to learn, but also how to instruct and support students across a wide range of activities and environments. This paraprofessional development curriculum was developed to meet this need. The desired outcomes for paraprofessionals who participate in this curriculum are that they —

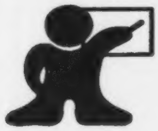
- Understand their roles and responsibilities in providing instructional support for students with disabilities;
- Develop knowledge and skills that directly relates to their work supporting students;
- Appropriately use the knowledge and skills in inclusive environments; and
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

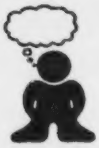
The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.


What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Unit Sections

There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	Welcome and Overview	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	Personal Reflection	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	Why is This Important?	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	Unit Summary	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	Follow-up Activity	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.



Personal Reflection: Thinking About Adaptations We Use in Our Daily Lives

Think about some of the adaptations you use to simplify your life and to increase your participation in various activities.

Which of the following items do you use to help yourself *stay organized*?

- ☐ calendar
- ☐ shopping list
- ☐ monthly budget
- ☐ Post-it™ notes
- ☐ color coded folders
- ☐ other: ____________________

What kinds of *gadgets or equipment* do you use to make everyday tasks easier? For example:

- ☐ calculator
- ☐ remote control
- ☐ computer
- ☐ eye glasses
- ☐ answering machine
- ☐ telephone
- ☐ grocery cart
- ☐ typing stand to hold paper
- ☐ credit card
- ☐ alarm clock
- ☐ other: ____________________

What different strategies do you use to *enhance your learning*? For example:

- ☐ reading magazines or books
- ☐ listening to books on tape
- ☐ watching television or movies about different topics
- ☐ talking to people about new information
- ☐ asking questions
- ☐ watching other people perform a skill
- ☐ practicing a skill
- ☐ taking breaks during demanding tasks
- ☐ other: ____________________

Can you think of other adaptations you use on a regular basis?

Why is This Important?

- We all use adaptations everyday to make our lives easier, to be more involved, and to be more productive.
- Because students learn differently, teachers constantly adapt lessons and activities to increase student participation and learning. For example, teachers accommodate all students by using a variety of instructional strategies, such as reading aloud, using hands-on activities, using computers, small group learning, and utilizing the arts.
- Many of the adaptations regularly made for all students are also useful for students with disabilities.
- To increase participation and learning for students with disabilities, oftentimes adaptations above and beyond those made for all students are needed.
- Not everyone learns in the same way, and not everyone needs the same supports to learn. Adaptations that are appropriately individualized for students with disabilities to increase participation and learning should not be thought of as unfair to other students.
- Adaptations for students with disabilities can be thought of as any adjustments or modifications in —
  - What students learn.
  - How new skills and knowledge are taught.
  - What materials or equipment are used in the learning process to increase participation.
  - How the environment in which they learn is organized.

New Learning:
How to Instruct? Individualized Adaptations

Adaptations are individualized for students based on their unique needs. The same adaptations will not be used for all students. Students have different needs, strengths and talents, and therefore their adaptations will look different. Adaptations can specifically increase student functioning in the three instructional domains described in Unit 2 —

Participating in Routines and Transitions

Engaging in Academic and Functional Activities

Interacting With Others

When students with disabilities require adaptations for learning and participation, the adaptations must be used consistently in order to maximize the likelihood of effective use.

The new learning section of this unit has one part, which is described below —

1. ***Adaptations Within the Three Instructional Domains*** (Handouts 6–7)
   These handouts list the skills in the three instructional domains. Alongside these skills are adaptation examples that might increase participation for some students with disabilities. This activity gives you an opportunity to identify the adaptations currently used by students you support, and to generate ideas for new adaptations that might be helpful for these students.

Adaptations Within the Three Instructional Domains

Directions —

- Read the skills and adaptation examples in each instructional domain.
- Underline adaptations used by students you support.
- Circle adaptations you think might assist the students with whom you work.
- If you think of additional ideas for student adaptations, write them in the margins.
- Share the examples you underlined, circled, or thought might be helpful for student instruction.

1. Participating in School/Classroom Routines and Transitions

Skills	Adaptation Examples
Follows schedules.	Picture schedule on desk.
Keeps up with tempo.	Uses a timer set for different lengths of time to determine how long he/she will work on an activity.
Follows rules and community expectations.	Permitted to chew gum during school hours to minimize drooling.
Enters classroom on time.	Leaves and arrives to class early.
Finds appropriate seat.	Classmate helps student find seat; has an assigned seat that is close to the chalk board to keep attention.
Prepares for task; begins task; stays on task; ends task appropriately.	Takes breaks during class time while other students continue to work.
Uses age appropriate materials safely and for intended purposes.	Uses a lock with a key on his or her locker, instead of a combination lock.
Transitions in response to natural cues. (ex. classmates lining up)	Flashing light signals the end of class to a student who is deaf.

2. Engaging in Academic and Functional Activities

Skills	Adaptation Examples
Participates in general education activities and curriculum to fullest extent possible.	Does 10 problems instead of 20; takes multiple choice tests instead of open-ended essay questions.
Works effectively in varied instructional situations.	Audio tapes lectures; remains in same small group instead of switching partners.
Initiates and follows through with assigned tasks.	Has extra time to complete tasks.
Uses problem-solving skills to handle new situations.	Uses a list of suggested responses that were generated with an adult before the situation occurs.
Evaluates quality of own work.	Follows a checklist of requirements for each assignment.
Works on skills identified in the IEP.	Increases ability to concentrate by having only one problem per page.
Works on functional skills in appropriate settings as identified on IEP.	Uses extended zipper to assist dressing; uses time in home economics class to plan budget and grocery list.

3. Interacting with Others

Skills (With Adults and Peers)	Adaptation Examples
Has/uses an appropriate means of communication.	Communicates using sign language; picture boards; intro talker or other computerized method; or eye pointing.
Greets others.	Has favorite greetings programmed into intro talker to initiate interactions.
Initiates and responds	Uses a switch connected to the computer to interact with peers while working on the computer.
Follows directions.	Works with a partner during large group time, even though others are working or listening by themselves.
Works with a partner or small group.	Works with a small group of classmates for longer periods of time to establish relationships.
Shows preferences and makes choices.	Has a picture menu to order lunch items.
Requests and accepts assistance.	Classmates give verbal prompt when to go to lunch.
Behaves age appropriately.	When upset, chooses appropriate words from a list to share feelings.

Unit Summary: How to Instruct? Individualized Adaptations

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- Teachers offer a variety of instructional options to accommodate all students.
- Adaptations are viewed as a common support for learning and not as an unfair accommodation.
- Adaptations are individualized as needed to increase learning and participation in different environments and activities.
- Adaptations are developed based on specific student needs, strengths, and interests.
- Adaptations are used consistently and then faded when students become more independent.

What does this mean for your role as a paraprofessional?

To support student learning —

- Understand why an adaptation is being used and be able to explain it to the student's peers and other adults, if needed and appropriate.
- Make sure the adaptation is consistently available and that the student is taught and expected to use the adaptation.
- You may need to develop adaptations on the spot. Be sure to share with the student's special education teacher the adaptations you developed. Ask the teacher how such situations should be adapted for in the future.
- As students learn new skills, watch for opportunities to gradually fade the use of adaptations or to decrease your level of support, as appropriate. Some adaptations may only be necessary for short periods of time.

Follow-Up Activity: How Are Adaptations Working for Students?

- Choose one student that you support in a general education activity or class.
- Using this form, take notes about the adaptations being used by the student and how they seem to be working.
- After you complete this follow-up activity, share your responses with the special education teacher.

Student ______________________ **Class or Activity** ______________________

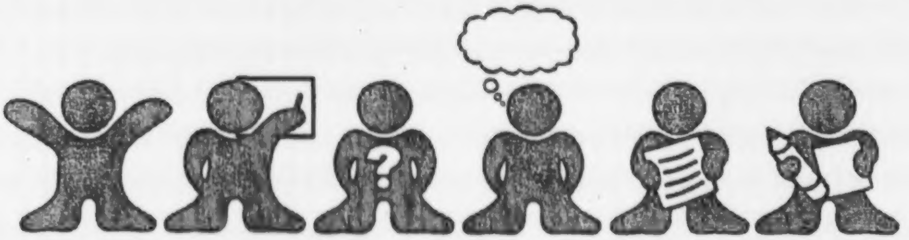
1. **What adaptations are being used by this student?**

2. **What are the purposes of these adaptations?**

3. **What adaptations seem to be working well for this student?**

4. **What adaptations are not working well or might be faded?**

5. **In situations where students are not participating well, what adaptations might increase participation?**
    - During classroom or school routines and transitions?
    - During academic or functional activities?
    - During interactions with others?



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 6: How to Interact? Behavior as Communication

By Jennifer Sommerness, Jennifer York-Barr, and Gail Ghere

Institute on Community Integration
and Department of Educational Policy and Administration
University of Minnesota

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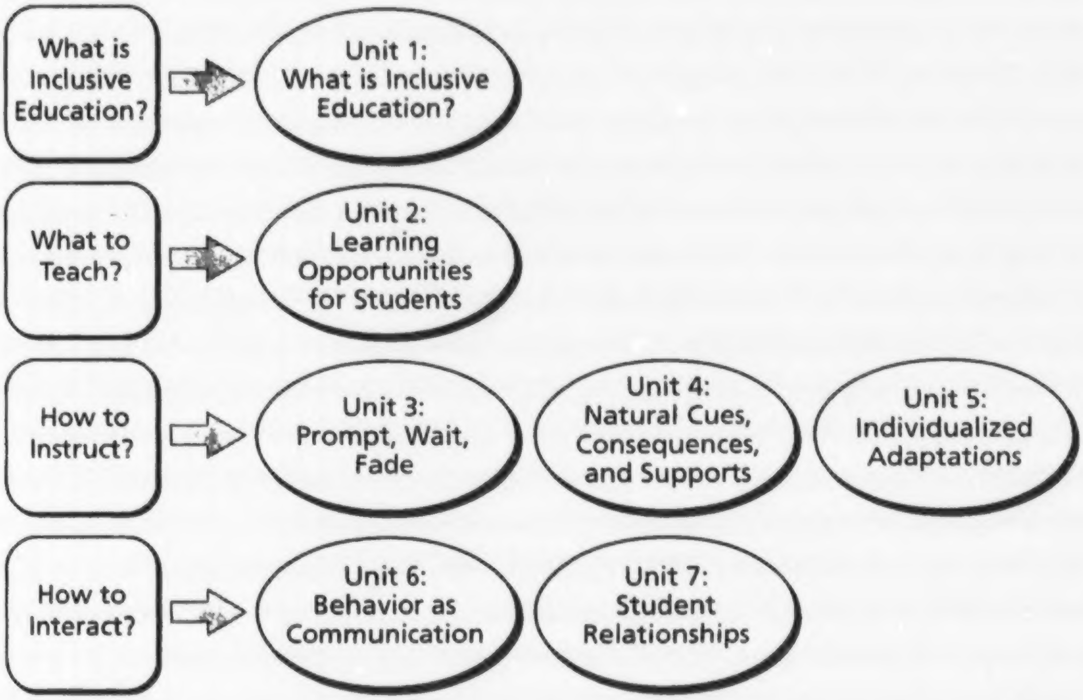
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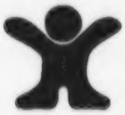
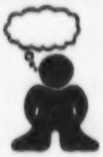
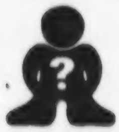
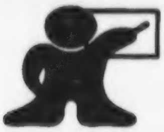
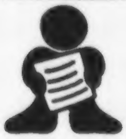
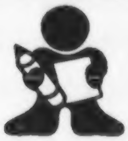
Symbol	Section	Purpose
	**Welcome and Overview**	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	**Why is This Important?**	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	**Unit Summary**	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	**Follow-up Activity**	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About How We Behave and Why

Jot your thoughts in response to these questions.

Think of a time when you felt very frustrated in the past two weeks when trying to get something done or trying to learn something new.

How did you express your frustration?

How did you act?

What did you say?

What were some of the things that contributed to you feeling frustrated?

If you could go back, what could have made this situation less frustrating?

Why is This Important?

- Behaviors are frequently used as a way to communicate a need or frustration that we have.
- We all use our behaviors everyday to influence the situations, environments, and people that are around us. For example, sometimes when we become frustrated, the ways we react become magnified and at times inappropriate. Other times, we react by changing the situation or by becoming quieter and more reserved.
- Like us, students may use their behaviors to try to influence the people and environment around them. Student behaviors affect their learning.
- When students feel confident and comfortable, their behaviors show it. When students feel like situations are out of their control or frustrating, they may communicate these feelings by behaving in inappropriate or negative ways. Their behaviors are attempts to communicate and change the situation or regain control of their environment.
- When undesirable behaviors occur, students benefit if the adults supporting them think about the entire situation and what the student may be trying to communicate. Sometimes this is difficult, especially if the behavior involves the adult in some way. Remaining calm and thinking about all of the things that may be affecting the student's behavior may help the situation. If we focus on getting rid of the behavior without addressing *why* it may be occurring, student behavior can continue or get worse.

New Learning: How to Interact? Behavior as Communication

There are many reasons students behave as they do. Sometimes the reasons are very complicated and require analysis by experts. However, often *careful* observation of the student in his or her environment and the circumstances that led up to the behavior can provide very useful information. Paraprofessionals are frequently in a position to be good observers and to provide information to teachers. Two ways of generating information about student behavior are —

Conducting an
A – B – C
Documentation

Identifying
Possible Communicative
Functions

When we think about student behavior in both of these ways, we gather information that is likely to help the student's team to figure out how best to provide support.

The new learning section of this unit has three parts described below —

1. ***A-B-C Documentation: Examples*** (Handout 6)

   When thinking about student behavior, we need to recognize what is happening in the environment around the student and how that influences his or her behavior. We need to look at what was happening before, during and after a behavior to help figure out why the behavior occurred. In order to provide effective behavioral supports, we must recognize the A-B-C's and understand how they are connected to one another.

2. ***Communicative Function of Behavior*** (Handout 7)

   Considering what students may be trying to communicate through their behavior is important information. Thinking about communicative functions of behavior is different from the A-B-C documentation, but equally important in figuring out what behavioral supports or changes are necessary.

3. ***Behavior Observation Form (Sample)*** (Handout 8)

   The Behavior Observation Form is a tool that can be used to think through and record information related to A-B-C documentation and communicative functions. It is essential to collect all of this information so that discussions with the special education teacher and other team members can "get to the bottom" of the behaviors and make the necessary changes to a student's behavioral supports.

For more information about A-B-C documentation and communicative function of behavior, see —

Waker, D.P., Berg, W.K., Harding, J. & Asmus, J. (1996). A functional approach to dealing with severe challenging behavior. In S. Stainback & W. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 327-342). Baltimore: Paul H. Brookes.

Hitzing, W. (1996). Support and positive teaching strategies. In S. Stainback & W. Stainback (Eds.), *Inclusion: A guide for educators* (pp.313–326). Baltimore: Paul H. Brookes.

A-B-C Documentation: Examples

Here are some examples of how what is happening in the environment around students can influence their behavior, and what happens as a result of their behavior.

A *(Antecedent)* **What is happening before the behavior occurs?**		B *(Behavior)* **How the student responds?**		C *(Consequences)* **What happens next?**
The classroom is noisy and there are many distractions.	→	Joe yells and uses inappropriate language.	→	Joe is removed from the class.
Peers tease and taunt Mary when there are no adults around.	→	Mary sits quietly, and will not interact with peers or adults.	→	Mary does not have positive interactions with adults or peers, because she is so quiet and reserved.
Brian is very frustrated with the math assignment.	→	Brian kicks a group member in the leg.	→	The teacher gave Brian a verbal reprimand.
Ron appears tense and uncomfortable with the activity and nervous about his environment.	→	Ron talks excessively with peers.	→	Ron is seated two desks away from any peers, so he will not to disturb them during class time.

- What are your thoughts about the students' behavioral responses to the antecedent events?

- Do the behaviors make sense given an understanding of the antecedents?

- Do you think that the consequences will be effective in teaching students to behave more effectively in the future?

- What supports might be provided to improve student behaviors given an understanding of the antecedents?

Communicative Function of Behavior

All behaviors communicate something. When using the A-B-C documentation, it is important to recognize that the student may be trying his or her best to communicate some need or feeling.

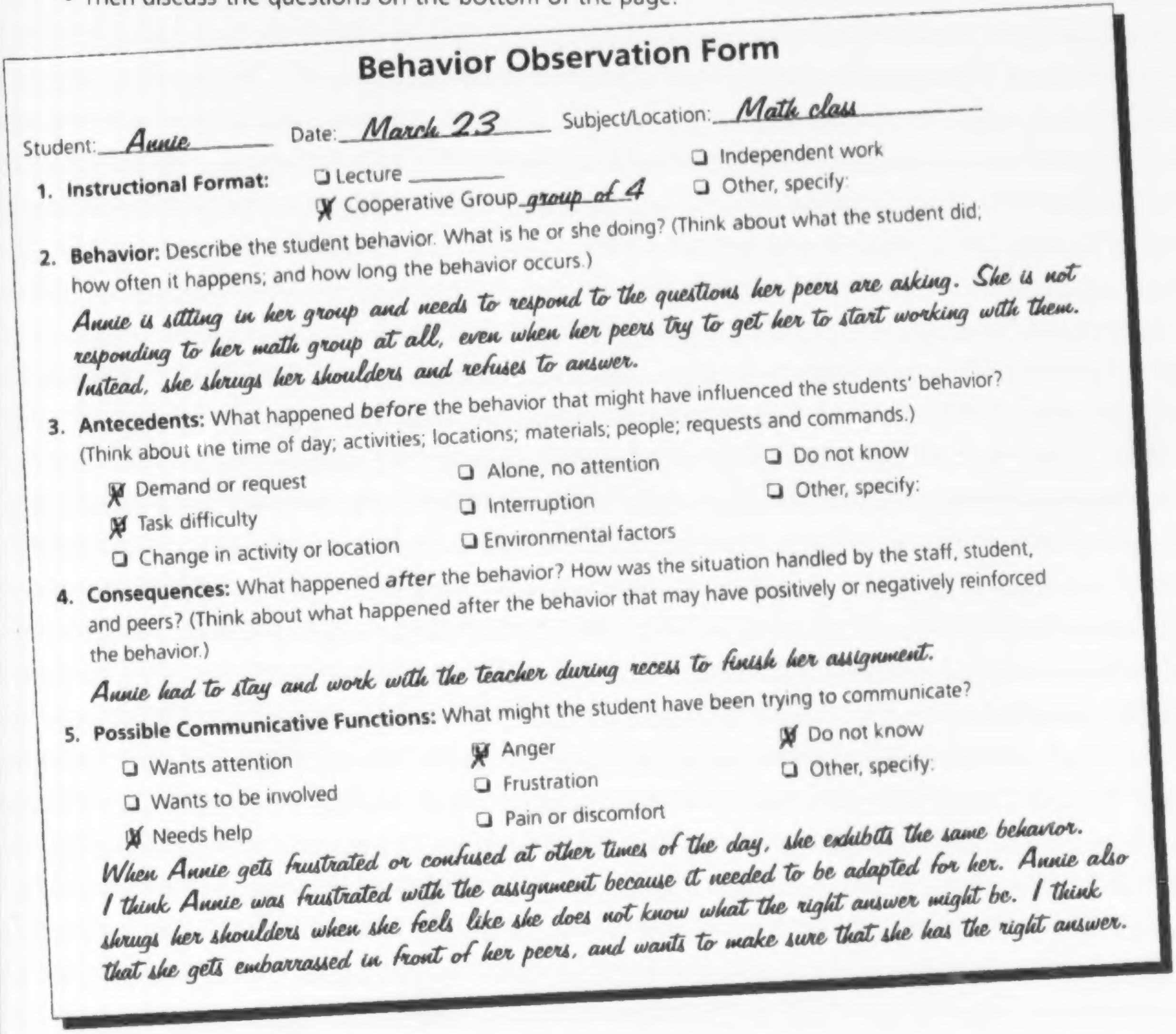
- Read the examples below of behaviors that may be communicating a number of different needs or feelings.
- Brainstorm ideas about what each student might be trying to communicate. Write your ideas in the space provided.

Observed Student Behavior	Possible Communicative Function
1. On many days, Jill starts hitting and pinching herself and others around 11:00 a.m.	
2. Ben lays down when sitting on the floor during circle time.	
3. Jose frequently hits other students when preparing to take the bus home.	
4. Kang stops talking to friends when in the cafeteria.	
5. Annie shrugs her shoulders and refuses to answer when asked a question in front of her peers in math class.	
6. Ivan constantly sings out loud while he is working, which disturbs the other students.	

Behavior Observation Form (Sample)

Accurate information about student behaviors must be collected so we can figure out the most effective way to intervene. The Behavior Observation Form below provides a means of gathering both the A-B-C information and ideas about the possible communicative functions of behaviors.

- Read the sample Behavior Observation Form below
- Then discuss the questions on the bottom of the page.



Behavior Observation Form

Student: Annie
Date: March 23
Subject/Location: Math class

1. **Instructional Format:**
   - ☐ Lecture
   - ☒ Cooperative Group group of 4
   - ☐ Independent work
   - ☐ Other, specify:

2. **Behavior:** Describe the student behavior. What is he or she doing? (Think about what the student did; how often it happens; and how long the behavior occurs.)

   Annie is sitting in her group and needs to respond to the questions her peers are asking. She is not responding to her math group at all, even when her peers try to get her to start working with them. Instead, she shrugs her shoulders and refuses to answer.

3. **Antecedents:** What happened *before* the behavior that might have influenced the students' behavior? (Think about the time of day; activities; locations; materials; people; requests and commands.)
   - ☒ Demand or request
   - ☒ Task difficulty
   - ☐ Change in activity or location
   - ☐ Alone, no attention
   - ☐ Interruption
   - ☐ Environmental factors
   - ☐ Do not know
   - ☐ Other, specify:

4. **Consequences:** What happened *after* the behavior? How was the situation handled by the staff, student, and peers? (Think about what happened after the behavior that may have positively or negatively reinforced the behavior.)

   Annie had to stay and work with the teacher during recess to finish her assignment.

5. **Possible Communicative Functions:** What might the student have been trying to communicate?
   - ☐ Wants attention
   - ☐ Wants to be involved
   - ☒ Needs help
   - ☒ Anger
   - ☐ Frustration
   - ☐ Pain or discomfort
   - ☒ Do not know
   - ☐ Other, specify:

   When Annie gets frustrated or confused at other times of the day, she exhibits the same behavior.
   I think Annie was frustrated with the assignment because it needed to be adapted for her. Annie also
   shrugs her shoulders when she feels like she does not know what the right answer might be. I think
   that she gets embarrassed in front of her peers, and wants to make sure that she has the right answer.

- Do you have questions about the type of information that is requested in each part of the form?
- Can you think of students for whom use of the Behavior Observation Form might be useful? Who might this be and why?

Adapted from: York-Barr, J., Doyle, M.B., Kronberg, R. (1996). Module 3b: Curriculum as everything students learn in school: Individualizing learning outcomes. In J. York-Barr (Ed.), *Creating inclusive school communities: A staff development series for general and special educators*. Baltimore: Paul H. Brookes.

Unit Summary: How to Interact? Behavior as Communication

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- Their needs and feelings are recognized and appropriately addressed.
- They learn appropriate ways to communicate their needs and feelings.
- They know that they have choices, and they understand the rules and the consequences for their behavior.
- Instructional situations are developed to provide the right balance between challenge and support for new learning.
- Adults try to figure out why students behave in challenging ways instead of punishing students.

What does this mean for your role as a paraprofessional?

To support student learning —

- Be aware that challenging behaviors may be the way for students to communicate needs and feelings.
- When students exhibit challenging behaviors, think specifically about the circumstance in which the student is behaving; the antecedents and the consequences.
- Talk to teachers and other specialists about your A-B-C observations. Describe in as much specific detail as possible to help with figuring out why behaviors occur and what might be effective interventions.
- Address challenging behaviors in discreet ways that maintain the student's dignity and respect.
- Actions speak louder than words…model the behaviors and interactions that you wish your students to possess.

Follow-Up Activity: Behavior Observation Form

Directions —

- Use this form to provide information about student behavior.
- Describe what happens *before* the behavior, what happens *after* the behavior, and what might be the *communicative function*.
- Share this information with the student's special education teacher.

Student:______________ Date:________________ Subject/Location:______________________

1. **Instructional Format:**
   ☐ Lecture ________
   ☐ Cooperative Group__________
   ☐ Independent work
   ☐ Other, specify:

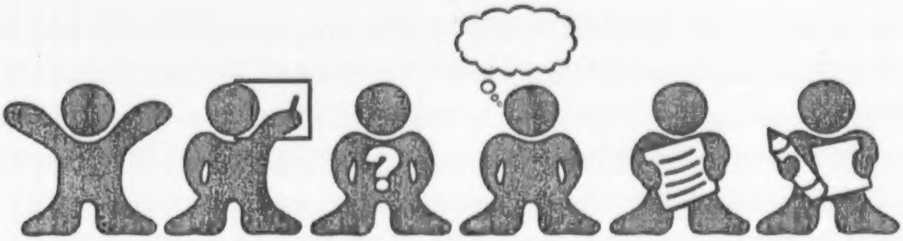
2. **Behavior:** Describe the student behavior. What is he or she doing? (Think about what the student did; how often it happens; and how long the behavior occurs.)

3. **Antecedents:** What happened *before* the behavior that might have influenced the students' behavior? (Think about the time of day; activities; locations; materials; people; requests and commands.)
   ☐ Demand or request
   ☐ Task difficulty
   ☐ Change in activity or location
   ☐ Alone, no attention
   ☐ Interruption
   ☐ Environmental factor:
   ☐ Do not know
   ☐ Other, specify:

4. **Consequences:** What happened *after* the behavior? How was the situation handled by the staff, student, and peers? (Think about what happened after the behavior that may have positively or negatively reinforced the behavior.)

5. **Possible Communicative Functions:** What might the student have been trying to communicate?
   ☐ Wants attention
   ☐ Wants to be involved
   ☐ Needs help
   ☐ Anger
   ☐ Frustration
   ☐ Pain or discomfort
   ☐ Do not know
   ☐ Other, specify:

Adapted from: York-Barr, J. Doyle, M.B., Kronberg, R. (1996). Module 3b: Curriculum as everything students learn in school: Individualizing learning outcomes. In J. York-Barr (Ed.), *Creating inclusive school communities: A staff development series for general and special educators.* Baltimore: Paul H. Brookes.



Supporting Students with Disabilities in Inclusive Schools
A Curriculum for Job-Embedded Paraprofessional Development

Paraprofessional Handouts

Unit 7:
How to Interact? Student Relationships

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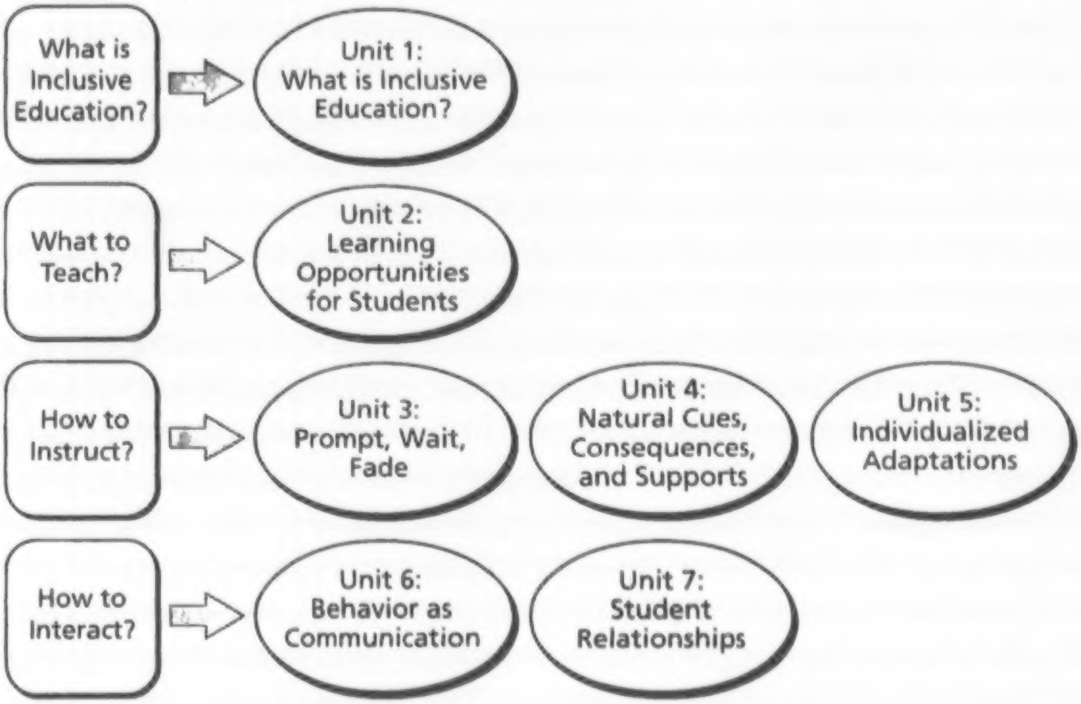
Curriculum Overview

Welcome to the *Supporting Students with Disabilities in Inclusive Schools: A Curriculum for Job-Embedded Paraprofessional Development.* To provide effective education for students with disabilities in inclusive schools, we must understand not only what students need to learn, but also how to instruct and support students across a wide range of activities and environments. This paraprofessional development curriculum was developed to meet this need. The desired outcomes for paraprofessionals who participate in this curriculum are that they —

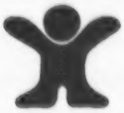
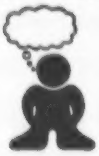
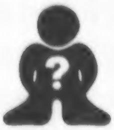
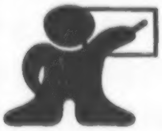
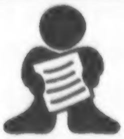
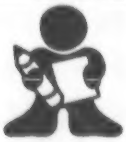
- Understand their roles and responsibilities in providing instructional support for students with disabilities;
- Develop knowledge and skills that directly relates to their work supporting students;
- Appropriately use the knowledge and skills in inclusive environments; and
- Provide accurate and meaningful feedback about student performance to special educators and other team members.

The paraprofessional development curriculum has four main parts with a total of seven instructional units. The figure below illustrates all of the units and how they are organized in the curriculum. This unit is highlighted in the shaded circle.


What is Inclusive Education?
Unit 1: What is Inclusive Education?
What to Teach?
Unit 2: Learning Opportunities for Students
How to Instruct?
Unit 3: Prompt, Wait, Fade
Unit 4: Natural Cues, Consequences, and Supports
Unit 5: Individualized Adaptations
How to Interact?
Unit 6: Behavior as Communication
Unit 7: Student Relationships

Unit Sections

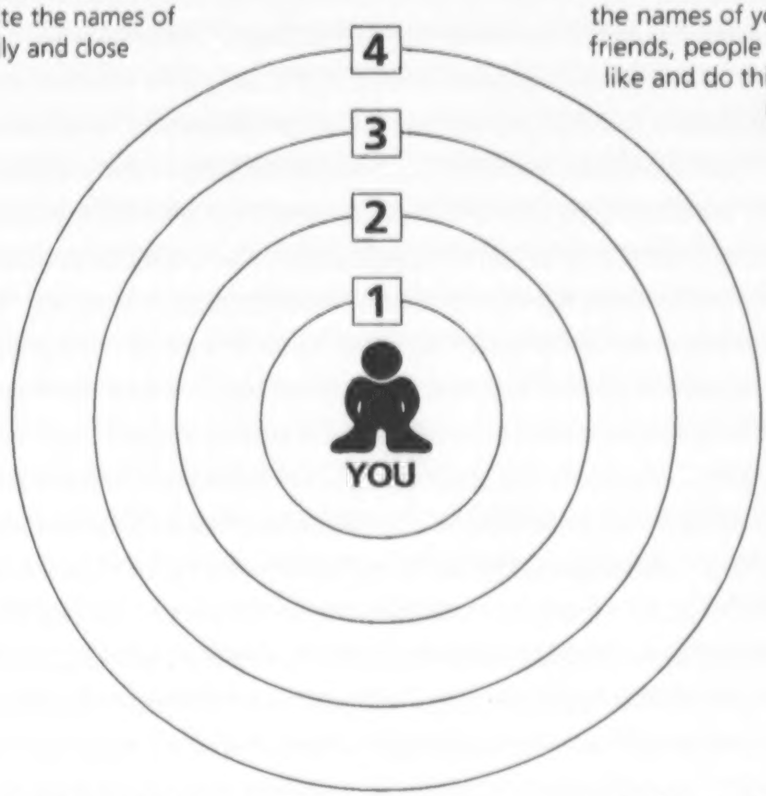
There are six sections in each unit. Each section has a specific purpose. For easy reference, a label and symbol in the header of each handout identifies which section is being taught. The table below identifies the six sections, their corresponding symbols, and the purpose for each section.

Symbol	Section	Purpose
	**Welcome and Overview**	• To welcome you to the session; introduce you to the unit and indicate where this unit fits into the whole curriculum. • To share the desired outcomes from your participation in this session and the follow-up activity.
	**Personal Reflection**	• To engage you in personal reflection about an aspect of your life that relates to the content focus of each unit. The reflection brings to mind personal experiences to which new learning can be connected.
	**Why is This Important?**	• To highlight the main points of the personal reflection activity. • To generalize to broader learning concepts. • To specify how the new learning concepts apply to student learning.
	**New Learning**	• To teach new content and how the content can be applied when working with students with disabilities in a variety of learning environments.
	**Unit Summary**	• To summarize why the unit content is important for student learning and what it means for your role as a paraprofessional.
	**Follow-up Activity**	• To provide an activity for transferring the new learning of the unit to your work supporting students. • To offer a structured opportunity for applying new information and skills. • To provide a vehicle for special educators to specifically coach and offer feedback to you about the appropriate application of the content with students you support.

Personal Reflection: Thinking About People in Our Lives

1 In the first and innermost circle, write the names of your family and close friends.

2 In the second circle, write the names of your good friends, people who you like and do things with regularly.



3 In the third circle, write the names of people you enjoy and do things with occasionally. For example, bowling league or book club.

4 In the fourth circle, write the names of people who are paid to interact with you. For example, your doctor or aerobics instructor.

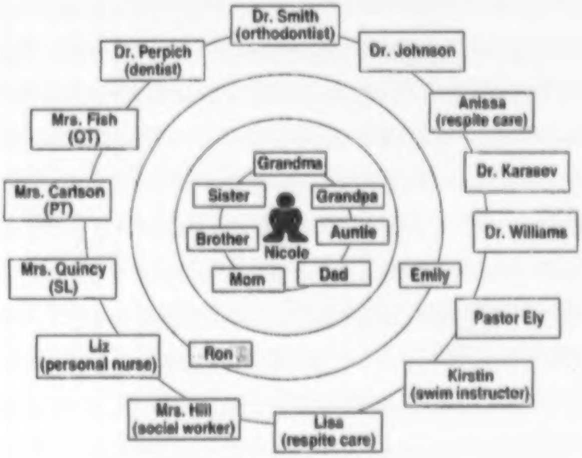
Looking at the circles of people in your life —

- Where, how, and when did you meet your friends?
- Who are the people that you count on most?

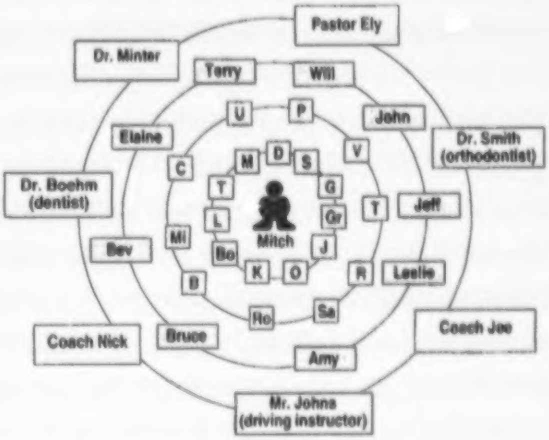
Circle of Friends framework described in: Forest, M., Pearpoint, J., & O'Brien, J. (1996). MAPs, Circles of Friends, and PATH: Powerful tools to help build a caring communities. In S. Stainback & W. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 67-86). Baltimore: Paul H. Brookes.

Thinking About People in Our Lives (Sample Circles)

The following are two sample circles. The sample on the left shows the people in the life of a specific student with disabilities. The sample on the right shows the people in the life of a specific student without disabilities.


Dr. Smith (orthodontist)
Dr. Perpich (dentist)
Dr. Johnson
Anissa (respite care)
Mrs. Fish (OT)
Dr. Karasev
Mrs. Carlson (PT)
Dr. Williams
Mrs. Quincy (SL)
Emily
Pastor Ely
Liz (personal nurse)
Ron
Kirstin (swim instructor)
Mrs. Hill (social worker)
Lisa (respite care)
Grandma
Sister
Grandpa
Brother
Auntie
Nicole
Mom
Dad

Student with Disabilities


Pastor Ely
Dr. Minter
Terry
Will
John
Dr. Smith (orthodontist)
Elaine
U
P
V
C
M
D
S
Dr. Boehm (dentist)
T
G
T
Jeff
L
Gr
Mi
Mitch
Bev
Bo
J
K
O
R
Leslie
B
Ro
Sa
Coach Nick
Bruce
Coach Joe
Amy
Mr. Johns (driving instructor)

Student without Disabilities
(initials represent names)

Let's Compare the Two Samples —

- How are the two samples similar? What do you notice is different?
- Why might circles 2 and 3 be less full for Nicole than for Mitch?
- How do you think Nicole and Mitch's experiences at school might affect what people are in each of their lives?
- As students with disabilities get older, what do you think happens to the people in their circles?
- How do the outer circles compare? How do you think a very full outer circle affects the families of students with disabilities?

Circle of Friends framework described in: Forest, M., Pearpoint, J., & O'Brien, J. (1996). MAPs, Circles of Friends, and PATH: Powerful tools to help build a caring communities. In S. Stainback & W. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 67-86). Baltimore: Paul H. Brookes.

Why is This Important?

- Friendships meet our human needs to belong and feel cared about.
- Our relationships and friendships change throughout our lives as we experience different environments, needs, activities and opportunities to learn.
- Relationships and student-to-student interactions are an important emphasis in students' educational experiences. Like other learning for students with disabilities, being able to interact successfully with peers frequently requires instruction from adults.
- Adults in schools can act as a bridge between students with and without disabilities. They influence where, when, and how students spend time together.
- Relationships make a difference in learning. When students have positive peer relations, they want to go to school. When students feel isolated from peers or when there are few interactions between students, their learning can suffer.

New Learning: How to Interact? Student Relationships

In order to have a successful school experience, students with disabilities need opportunities to interact and establish relationships with other students. Adults play an important role in supporting student interactions and relationships.

Students with disabilities need the adults in their lives to be aware of the importance of relationships with other students and how relationships affect learning and the quality of school experiences. We can positively influence student interactions by —

Facilitating the Ways Students Interact

Facilitating Interactions Among Students

The new learning section for this unit has three parts —

1. ***Recognizing the Ways Students Interact*** (Handout 7)

   There is a wide range in the types of interactions that occur between students, from negative to positive. The range of interactions reflects what ALL students may experience across the school day. The types of interactions are described and examples provided.

2. ***Facilitating Interactions Among Students*** (Handout 8)

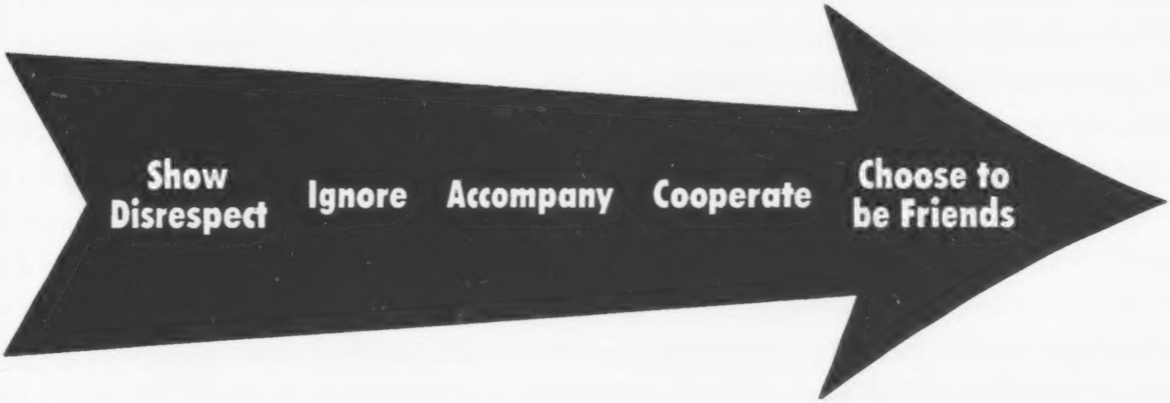
   Adults help create opportunities to promote positive interactions for students with disabilities. There are a variety of different strategies that can be used to enhance student-to-student relationships. Each strategy is shared along with two examples that highlight their use in everyday activities.

3. ***When and Where Are Students Interacting in Your School?*** (Handout 9)

   In addition to using strategies that support more student-to-student relationships, we need to identify natural opportunities for promoting positive interactions between students. We do this by thinking about when and where most students interact (socialize, talk, hang out) across the school day.

Recognizing the Ways Students Interact

Students interact in a variety of ways — sometimes positive, sometimes not. The arrow shows a range of specific types of interactions that occur between students. When supporting students with disabilities, adults must intentionally work to minimize negative interactions and to support positive interactions.



Here are Some Specific Examples of These Types of Interactions

- **Show Disrespect:** making rude comments, insulting, teasing, bullying.
- **Ignore:** no interacting between students, avoiding eye contact, making no attempts at communication.
- **Acknowledge:** greet, showing recognition in passing, such as making eye contact, nodding head, or smiling; calling a student by her/his name.
- **Accompany:** walking alongside one another; sitting next to each other.
- **Cooperate:** working on school tasks or projects together, playing together during recess or physical education, participating in extracurricular activities together.
- **Choose to Be Friends:** viewing someone as a close friend; knowing, liking, and trusting someone very well; mutually choosing to spend time together.

Facilitating Interactions Among Students

Listed in the table below are strategies and specific examples for helping students learn to successfully interact with each other.

- Read through the strategies and examples.
- Think about students that you support. Are there times that you have used these strategies to promote more successful student interactions?
- Share your thoughts and examples.

Strategy	Examples
Modeling ways to interact	"Jasmine would be able to play this game if you could show her how to match her cards." "Rebecca has a brand new way to communicate. It is called an intro-talker and she can show you how to have a conversation with her."
Highlighting similarities	"You and Eric might want to compare your essays, each of you have had similar experiences." "I heard Monica say that she also wanted to see that movie. Maybe you could go together."
Identifying varied strengths and differences	"It sure works great when everyone in a group is good at doing different things. How did each group member help get your project done?" "You and Carlos will make great book report partners! You have a talent for writing, and Carlos has a talent for drawing. Together, you should end up with a super project!"
Teaching interaction skills	"Randy, let's practice how you could call a friend on the phone and invite him to go to a movie." "What is another way that you could ask Patrick to borrow his ruler?"
Interpreting behaviors	"Mark talks aloud during math because it helps him think through the equations." "When Brent hits his hand on the desk, he is letting us know that he is frustrated. He is working hard to learn other ways to let people know what he is feeling."

Adapted with permission from: Kronberg, R., York-Barr, J., & Doyle, M.B. (1996). *Module 2: Curriculum as Everything Students Learn in School: Creating a Classroom Community.* Baltimore: Paul H. Brookes.

When and Where Are Students Interacting in Your School?

- Think for a minute about the schedule and flow of the students' day at your school. Specifically, think about the places and times during which students interact (socialize, talk, hang out).
- Write down your responses to the questions in each of the boxes below.

When do student interactions occur the most during the day?

Are there certain classes or activities that allow or promote more student interactions?

Where are students "hanging out"?

When and where do students with disabilities interact with other students?

Unit Summary: How to Interact? Student Relationships

What We Teach and How We Teach Directly Affects Students

Why is this important for student learning?

Students learn most when —

- They have relationships to meet their human needs of belonging and feeling cared about.
- They have positive peer interactions because they feel good about themselves and want to be in school.
- They have effective ways of interacting with peers, and are able to do so in a variety of social and instructional situations.
- They participate in social and instructional situations that allow or promote student interaction (such as small groups).
- They are in the same places, at the same times as other students, and they know how to participate appropriately and effectively.

What does this mean for your role as a paraprofessional?

To support student learning —

- Model respectful interactions with all students and adults. This includes not talking in front of students as if they were not there.
- Realize that learning to interact successfully with peers frequently requires instruction from adults. Focus on supporting student interactions and friendships across the school day.
- Act as a bridge between students with and without disabilities. You influence where, when and how students spend time together.
- Practice using the facilitating interaction strategies described on Handout 8.
- Be aware that adults can sometimes unintentionally block interactions between students, especially as students get older, just by being present.

Follow-up Activity: Enhancing Student-to-Student Interactions

- Identify one student during a general education class or activity.
- Jot some ideas in response to the following questions.

Student: ______________________________ **Class or Activity:** ____________________________

- **What are the students without disabilities doing? What are the students with disabilities doing? Where are they sitting or standing?**

- **Do student interactions typically occur during this activity or class?**

- **Thinking about the range of ways kids interact, what types of interactions are occurring between the student you are supporting and his/her classmates?**

- **What kinds of supports might the student with the disability need to support his/her interactions?**

After you complete the follow-up activity, share your findings with the student's special education teacher to talk about how, when, and where student interactions might be enhanced.

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EFF-089 (1/2003)